

ANALYSIS OF ATTITUDES OF MOTHERS OF CHILDREN IN THE
"HEAD START" PROGRAM IN THE SUMMER OF 1965
AT THE WESLEY AVENUE SCHOOL ,
ATLANTA, GEORGIA

A THESIS

SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION,
ATLANTA UNIVERSITY, IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS

BY

MARY S. JACKSON

SCHOOL OF EDUCATION

ATLANTA UNIVERSITY

ATLANTA, GEORGIA

AUGUST 1966

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DEDICATION

Dedicated to
my beloved husband,
William Simon Jackson
children
Ethel Camille and Cynthia Lynn
and grandson
Derrick Lloyd Moite

M.S.J.

ACKNOWLEDGMENTS

I wish to express my appreciation to the many people who helped me in the preparation of this thesis. Thanks are due specifically to Dr. Lawrence E. Boyd, of the School of Education, Atlanta University, for encouragement and helpful guidance throughout the gathering of data and final writing of this research. I have also received valuable assistance and suggestions from Dr. Lynette S. Gaines, also of the School of Education, Atlanta University. I appreciate the cooperation of Mr. Ralph Long, Principal of Wesley Avenue School, Atlanta, Georgia, Miss Ruth Hilson, Administrative Assistant, of the Head Start Program, Wesley Avenue School, Atlanta, Georgia, and the twenty-five mothers whose children participated in the 1965 Head Start Program for participating in the writing of this thesis.

I sincerely appreciate the patience, encouragement and understanding of my husband during the attainment of this goal.

M.S.J.

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CHAPTER I

INTRODUCTION

Rationale.--We live in a society which is increasingly beset by problems, both personal and social, which stem to a great extent, from the impact of the inventions and discoveries of science and their technological applications to man and his environment. Automation and cybernation are replacing men in unskilled and semi-skilled jobs. Other factors such as population shift from rural to urban communities, population explosion, and increased life expectancy have contributed to large scale unemployment and in turn poverty and slums.

Automation and cybernation are beginning to play a major part in determining the role of the family in our society. "We once thought that the way people would be taken up in our society, the way people would fight their way up out of poverty was to go into the unskilled and semi-skilled factory jobs and learn in the process. But we now have an economy which, through automation and cybernation is destroying precisely those jobs."¹

More and more we are becoming aware of the constant emergence of the disadvantaged segment in our population. We cannot turn a deaf

¹Michael Harrington, Poverty in Affluence, A Report delivered at the 33rd General Assembly, Council of Jewish Federation and Welfare Funds (St. Louis, Mo.: November, 1964), p. 7.

ear to those who are in need without all of society paying the price.

It has been said that "poverty breeds poverty." The interaction of the field of forces upon those families living in impoverished circumstances interferes with the development of the total individual. Poverty has had its impact on the psychological climate in which they operate. It has caused families living in slums to lack confidence; they often have a low level of aspiration; creativity is stymied; desire to compete in the mainstream of our American way of life is absent; and they possess a low self image. These negative attitudes on the part of the adult poor and disadvantaged are passed on to the children.

These factors which characterize the poor and disadvantaged manifest themselves very early in the lives of the children who live in slums. They come to school already inhibited and seriously handicapped for academic success.

Many of our future citizens will never be able to develop to their maximum capacity without outside help. Poor individuals or families have a high probability of staying poor. Low incomes carry with them high risks of illness; limitations on mobility; and limited access to education, information and training. Poor parents cannot give their children the opportunity for better health and education needed to improve their lot. Lack of motivation, hope, and incentive is a more subtle but no less powerful barrier than lack of financial means. Thus, the cruel legacy is passed from parent to children.¹

¹Sargent Shriver, Reprinted from The Encyclopedia Americana (New York: Americana Corporation, 1965), p. 5.

It is for these reasons that President Johnson initiated his own bill to augment the fight against poverty, namely, the Economic Opportunity Act. It was passed by Congress in August, 1964.

"Head Start" was one of the many programs started under the Economic Opportunity Act. This project offered resources to communities to develop programs designed to prepare pre-school children to meet the challenges of school and to learn to succeed rather than to fail. The program gives these underprivileged children the "head start" they need for beginning school on a level with their more fortunate classmates.

This approach is supported by the social philosophy inherent in the goal of President Johnson's "Great Society."¹ In it he has attempted to define what is conceived as the nature of a good life and a good society. Paramount in the "Great Society" is our concern for our children. Paralleling the concern for the academic achievement of our children is the necessity of the concern that they play a more responsive and responsible role as citizens.

This is imperative because "the parents are agents of the culture in which the child lives. They continually define his world in terms of things that he must do, that he should do. The family teaches basic human behaviors and feelings as we conceive them. He (the child) is influenced, in turn, by standards exemplified by the behavior of the adults in his family. The child learns by imitation.

¹Lyndon B. Johnson, "Blueprint for Progress," The Democrat IV, Washington, D. C. (November 21, 1964), p. 4.

He picks up these learnings by emotional identification with, and social imitation of the parents. Through this process he learns in time to want to be like his parents."¹

Significantly, there is a growing recognition that a closer and continuing partnership between the home, school, community, and government (Federal, State, local) is essential, if we are to develop future citizens who are mentally alert, socially secure, emotionally adequate, and physically strong. Although the school has broadened its function to the comprehensive objective of preparing the child for social living, nevertheless, it cannot be expected to make up for the deficiency in his growth and development that stems from deprivations in living conditions in the home, and in the community.

It seems probable, then, that an investigation of the attitudes of parents of "Head Start" children in relation to aspiration, child rearing, school, and life interest will yield much data. This can help determine how aware parents are of their role in the educational outcome of their children and how accepting they are of this new role.

Additionally, identification of the positive attitudes which the parents hold in relation to the four areas: levels of aspiration, child rearing, school, and life interest under study will contribute to a fuller utilization of parent potential in the child's early education.

¹William S. Jackson, "Housing as a Factor in Pupil Growth and Development" (unpublished Ph.D. dissertation, School of Education, New York University, 1954), p. 12.

Then, too, knowledge of the negative attitudes will assist in bringing about changes in attitudes where change is needed.

Evolution of the problem.--The writer taught in several schools in New York City where the pupils were of different socio-economic statuses. The students in one of the schools were from white families of middle and lower-class social status. The parents of the middle-class children were frequently in the school. They were keenly aware of what was going on and they were actively engaged in the activities of the school as volunteer helpers and in their work with the P.T.A. These parents pressured their children to compete academically.

The lower-class white parents were mostly Puerto Rican. They rarely visited the school; however, they would come when their children were in a performance. Children from these families were in the minority. They were often poorly clothed, had poor habits in health and personal hygiene and very little verbal facility. They more or less kept to themselves. One realizes that the language barrier was partly responsible for this.

The second school was located in the Negro slum of Central Harlem. The lower-class parents of these children generally failed to respond to the request of the teacher to talk with her when their child had committed an offense. Most of the families were headed by a female who usually worked and was away from home all day. The fathers of the children had either deserted or they were out-of-wedlock. Many of the families received Public Assistance while others worked for salaries which were below subsistence level.

From this community came a large percentage of juvenile delinquents, drop-outs, and out-of-wedlock children. The parents and children had a defeatist attitude about their plight. They had a low level of motivation and aspiration. These parents and their children, for the most part, were belligerent, sullen, angry, uncommunicative, and suspicious. They considered anyone with authority as their enemy, whether it was the policeman or teacher.

The third school was in suburbia (The Borough of Queens). This was a predominantly Negro middle-class and lower-class neighborhood. The Negro and white parents either owned their homes or were buying them. Many of the children came from homes which included both parents. Some of the others were children who received foster care from families in the community. The middle-class parents took an active part in the P.T.A., Cancer Drive, Polio campaign and in many other civic, religious, and social activities. The lower-class took a marginal interest in community activities.

Through the writer's observations in each instance described above, she became aware of the fact that middle-class parents were more highly motivated than the lower-class in the four areas to be considered in this study. However, there were a number of parents in the latter class who were as highly motivated as those in the middle-class. Although these were in the minority, the writer suspects the interaction of other environmental factors and the personality of these families might have been responsible for this difference.

The writer believes that a positive social climate or the home and good family relationships serve as a "stabilizer" in the growth

and development of the children. It will be interesting to note if the children who participated in the "Head Start" program came from homes of this type.

Contribution to educational knowledge.--It is hoped that the investigation of this problem will be of educational significance in the following ways:

1. To identify the attitudes that persons in disadvantaged communities hold toward themselves, school, and society in general.
2. To provide ways in which educators can use these attitudes in an effort to broaden the general outlook of low-income parents and their children in our society.

Statement of the problem.--The emphasis in this study was to analyze and interpret the attitudes towards: level of aspiration, child rearing, school, and life interest, of twenty-five Negro mothers whose children participated in the 1965 Head Start Program in a selected elementary school of Atlanta, Georgia.

Purpose of the study.--The major purpose of this research was concerned with identifying and analyzing selected attitudes of twenty-five mothers of children who participated in the Head Start Program at Wesley Avenue School, Atlanta, Georgia, during the summer of 1965. More specifically, this study proposed:

- (1) To determine for these mothers their attitudes toward:
 - (a) Levels of aspiration (personal and family)
 - (b) Practices in child rearing
 - (c) Procedures and programs of the school
 - (d) Patterns of life interests
- (2) To identify the significant factors which contribute to and/or which are associated with the attitudes held by the mothers.

- (3) To identify the positive and/or negative factors which might prove to be relevant as a basis for a better understanding of the attitudes held by these mothers.
- (4) To establish implications which might be used as guidelines for teachers who desire to help mothers from low-income areas to make a more positive and fruitful contribution to the lives of their children.

Limitations of the study.--The limitations of this research lay in at least four areas. The twenty-five mothers were chosen solely from Negro mothers whose children participated in the Wesley Avenue School Head Start Program during the summer of 1965. All information relative to the family was given by the mothers.

The stratification factors took into consideration sex and the socio-economic status basic to the Head Start Program. Hence, the smaller sample concerned with this research is typical of the mothers of the children who qualified for the Head Start Program.

The limitations which are inherent in the questionnaire and interview techniques which pertain to validity and authenticity of responses to questionnaires and/or reactions to interview queries.

The study is further limited in that only four major areas pertaining to attitudes were considered.

Definition of terms.--For the sake of clarity in terminology, the significant terms used throughout this study are defined as follows:

1. "The Poor:

- (a) refers to those whose basic and irreducible

needs exceed their means to satisfy them.¹

2. "Family":

- (a) refers to (microcosm of society) teaches basic human behavior and feelings as we conceive them.²
- (b) refers to an institutionalized bio-social group defined by a sex relationship sufficiently precise and enduring to provide for procreation and upbringing of children.³

3. "Learning":

- (a) refers to a process by which experience leads to change.⁴
- (b) refers to the process by which an activity originates or is changed through reacting to an encountered situation, provided that the characteristics of the change in activity cannot be explained on the basis of native response tendencies, maturation, or temporary states of the organism.⁵

¹Poverty in the United States, Reprint from February, 1964, Health, Education, and Welfare, U. S. Department of Health, Education, and Welfare, p. 6.

²Allison Davis and Robert J. Havighurst, Father of the Man (Boston: Allyn and Bacon, Inc., 1950), p. 56.

³Julius Gould and William L. Kolb, A Dictionary of the Social Sciences (Toronto, Canada: Collier-Macmillan Canada, Ltd., 1964), pp. 257-258.

⁴John R. Altmeyer, "Learning Disabilities - Diagnosis and Treatment," Programming for Education and Treatment (Madison, Wisconsin: Child Care Seminar, 1962), p. 1.

⁵Gould and Kolb, op. cit., p. 381.

4. "Attitude":

- (a) refers to an affectively toned idea or group of ideas predisposing the organism to action with reference to specific attitude objects.¹
- (b) refers to the preparedness that exists within the organism for some future activity.²
- (c) refers to the goal of a motive, toward the attitude object.³

5. "Poverty":

- (a) refers to that which is characterized or evidenced by high employment rates, the proportion of a community's families on welfare and the number of families with income below \$3,000.00.⁴

6. "Cybernetics":

- (a) refers to a body of theory and research concerned with men, other organisms, and machines.⁵

7. "Cybernation":

- (a) derived from cybernetics, refers to the revolution in technology, data processing

¹Hermann Henry Remmers, Introduction to Opinion and Attitude Measurement (New York: Harper and Brothers, 1954), p. 3.

²Ibid., p. 5.

³Ibid., p. 162.

⁴Shriver, op. cit., p. 6.

⁵Gould and Kolb, op. cit., p. 176.

through the use of machines, thinking machines, push buttons "a wedding of automation and the computer."¹

8. "Lower-class":

- (a) refers to the people everyone else looks down upon. They live in the decrepit slum areas. They usually leave school as soon as legally allowed, if not before. They work erratically at unskilled or semi-skilled tasks, and try to find their pleasures where they can. According to Allison Davis, this class are so used to living on the edge of hunger and disaster that they have never learned "ambition" or drive for higher skills or education.²
- (b) refers to Havighurst's description of lower-lower-class. "Members of this class are likely to be passive and fatalistic about their status, though occasionally they will argue that they are "just as good as anybody else." They accept the poorest housing, and the most menial and irregular jobs. Sometimes their families are very large and cannot be supported on the wages of an unskilled worker, thus requiring aid from public or private agencies. Whenever divorce or desertion breaks up a family, the woman is likely to have to secure government Aid to Dependent Children to support herself and her children."³

¹Morris Eisenstein, The Culture of Poverty, A Report at the Target Area Teachers' Course (Mineapolis, Minnesota: March 15, 1965), p. 6.

²Vance Packard, The Status Seekers (New York: David McKay Co., Inc., 1959), p. 35.

³Robert J. Havighurst and Bernice L. Neugarten, Society and Education (2d ed.; Boston: Allyn and Bacon, Inc., 1962), pp. 29-30.

9. "Middle-class":

- (a) refers to the "people who comprise the class between upper and lower. They are the semi-upper-class who are mostly confident, energetic, ambitious people who went to college, many of whom began a career somewhere away from their home town or neighborhood. Many are with fairly large organizations where they are decision-makers serving as managers, technologists, or persuaders. The remainder are professional men or successful local businessmen. Members of this group are the hyperactive civic boosters who devote themselves actively to their roles in service clubs, and their wives are powers in the local charity drives.¹
- (b) refers to Havighurst's description of upper-middle-class. This class is made up largely of active, ambitious people. The men are energetic about their jobs as business executives and professional men; the women are energetic at their activities of home-making, club work, P.T.A., and civic organizations. The members of this class do not have aristocratic family traditions, but are often interested in building up such traditions. The great bulk of leadership positions in civic, business, and professional organizations are held by this class: for example, Rotary clubs, the League of Women Voters, the Ministerial Association, etc. Their houses are medium to large in size, neat and well kept. They employ part-time or full-time help. These people are conscious of the importance of money. Most of the families take a summer vacation and almost every family is affiliated with a church. Education is extremely important to people in this group.²

¹Packard, op. cit., p. 34.

²Havighurst and Neugarten, loc. cit., pp. 24-26.

Period of study.--This study was conducted during the months of April, 1966 through June, 1966 at the Wesley Avenue School, Atlanta, Georgia. The field work was conducted within the school-community, with the statistical work and writing of the research report done in the writer's home, Atlanta, Georgia.

Locale of study.--This study was conducted at the Wesley Avenue School which is located in the northeast section of Atlanta. Its boundaries extend from Moreland Avenue to Wade Street and from DeKalb Avenue to Memorial Drive.

The school is interested in the total development of the community. It participates in community clean-up campaigns, develops recreational facilities, encourages voter registration, and participates in health campaigns. It was the first elementary school in Atlanta to become a Community School. The Board of Education of the City of Atlanta pays for the operation of the After-School Program which is in session from Monday through Friday.

This community is characterized as a low-income area with few home owners. It is an old established community. Many of the families have lived there for several generations and are the products of this school.

Although this community is less developed in middle-class ideas and culture than other neighborhoods in Atlanta, it is not the most poverty stricken area in the city. Families consist of three or four children. The low average income of the subject-families qualified their children for admission to the Head Start Program.

These live in homes furnished with a bare minimum of modern home facilities, with a few of them owning cars of varying age-vintage which is usually characteristic or typical of very low income individuals.

This community is not a separate township; therefore, it is governed by the City of Atlanta, with DeKalb County rendering the health services.

The neighborhood is severely limited with respect to recreational facilities. There are none of the usual recreational facilities available in the immediate community except for a partially developed park which resulted from the efforts of the school.

The administration includes the Superintendent, an Area Superintendent, Principal, Administrative Assistant who serves as Curriculum Director and Counselor, and two secretaries. There are forty-four teachers. Nine of the teachers hold the Master's degree and one holds a Six-Year Certificate. The school also has the following specialists: an itinerate Art Teacher, a Remedial Reading Teacher, one Special Education Teacher, and one Physical Education Teacher.

The enrollment which is approximately 1,425, fluctuates because a few of the children come from migratory families which are continuously moving about the Metropolitan Area.

The faculty is engaged in a self-study to develop a Curriculum Guide applicable to the children in this particular community.

The personnel directly concerned with the Head Start Program were as follows: The Principal who has a Master's degree; one

Administrative Assistant with a Master's degree; three teachers with Master's degrees; two teachers with Administrative AD 5 Certificates; fifteen teachers with A.B. degrees and T 4 Certificates; and two Secretaries with Secretarial Diplomas.

Methods of research.--The Descriptive-Survey and Case-Study Methods of research, employing the techniques of specifically designed questionnaire and interview schedules, was used to collect the data requisite to the fulfillment of the purposes of this study.

Description of subjects.--The subjects involved in this study were twenty-five mothers whose children participated in the "Head Start" program at the Wesley Avenue School in the summer of 1965.

These mothers ranged in ages from 20 to over 35 years of age. Most of them lived with the father of their children while others lived with the step-fathers of their children. A small number of these mothers was either separated from their husband or unmarried. In the group there was a grandmother, the guardian, who was widowed. Almost all of the parents, fathers and mothers, were born in Georgia. The last grade completed in school by the mothers and/or guardians extended from fourth grade through four years of college.

Most of the Head Start children lived with both parents, and many of them had both older and younger siblings.

Few of the families had other than their immediate family living in the home. A majority of the homes had three rooms, excluding the kitchen and bathroom. Most of the mothers were not employed outside the home. Almost all of the fathers were employed

full-time, with some of them having two jobs. The bulk of the fathers were laborers and the remaining group were blue collar workers. A majority of the subjects were not home owners, however, most families had such appurtenances as telephones, televisions, radios, cars, and either electric or gas operated refrigerators.

The Principal, Administrative Assistant, and other personnel not directly involved were of the same school. The Principal and Administrative Assistant arranged for the writer to meet with the mothers and cooperated in procedural arrangements whenever needed.

Description of instruments.--The instruments used in this study were:

- A. A questionnaire drawn up in four parts consisting of 81 questions.

Part I was designed to collect data concerned with background information and "Levels of Aspirations."

Part II was designed to collect data concerned with "Practices in Child Rearing."

Part III was designed to collect data concerned with "Procedures and Programs of the School."

Part IV was designed to collect data concerned with "Patterns of Life Interest."

- B. The interview schedule for use with mothers consisted of 19 questions designed to provide either supplementary or documentary data pertinent to those sought through the questionnaire instrument.
- C. A written notice was sent to all mothers, whose children participated in the Head Start Program at Wesley Avenue School, asking them to attend an introductory meeting called by the writer and Administrative Assistant of the Head Start Program.

Research procedures.--The procedural steps used in the collection, analysis, interpretation and presentation of the data were as follows:

1. Permission to conduct the study was requested from the proper school officials.
2. The subjects used in the study were determined by the writer and the Administrative Assistant in charge of the Head Start Program at the Wesley Avenue School so as to assure the maximum amount of cooperation.
3. The literature pertinent to this study was gathered, reviewed and presented in the thesis.
4. The appropriate interview sheet and questionnaire was constructed and validated under the direction of staff members of the School of Education.
5. The writer and Administrative Assistant met with the subjects as a group to explain the nature of the study and to ask them for their cooperation.
6. The writer made home and school visitations to interview each subject.
7. The writer explained and distributed a questionnaire to each subject which was returned to her.
8. The data were assembled into appropriate tables and/or graphs, and statistically treated as dictated for the fulfillment of the purposes of this research.
9. The formulation of the findings, conclusions, implications, recommendations for inclusion in the finished thesis copy.

Collection of data.--The following steps were used in collecting the data for this study:

1. During the month of March the questionnaire and interview schedule was constructed and validated.
2. On April 14, 1966, copies of the questionnaire were distributed to 15 mothers at Wesley Avenue School.

The writer interpreted each question to them and allowed them sufficient time to complete the questionnaires and return them to her. The questionnaire was distributed to 10 other mothers on various other dates.

3. The writer interviewed a selected number of mothers, who had completed the questionnaire, on the following dates: April 18, 19, 20, 22 and 25. Most of the interviews were done during home visitations.
4. During the months of May and June the data from the 25 questionnaires and interviews were compiled.
5. The raw data were treated statistically during the month of June, 1966 and are presented in the final thesis copy.

Survey of related literature.--Attempting to analyze conditions of people living in slum areas is not a new concern in educational research. However, the past decade has seen renewed emphasis placed upon the community's responsibility in alleviating many of the social ills which are trapping millions of our population.

Dependency is a problem for all of society. Dependency is caused in large part by society's failure to deal adequately with various social and economic problems, such as ill health, poor housing, unemployment, inadequate protection under social insurance, lack of work skills, undereducation, and racial and religious discrimination. These problems are the responsibility of the entire community.¹

Professor Robert J. Lampman has estimated that if we proceed in reducing low-incomes in the United States at the same rate we

¹Virginia R. Doscher, "Poverty and Public Welfare," The Journal of the American Public Welfare Association, Vol. XXII (Chicago: April, 1964), p. 166.

did from 1947 to 1957 we would still have 14 per cent of the population with low-incomes in 1967 and 11.5 per cent in 1977. These estimates are based on the assumption that the process of growth and development of the economy will be as effective in reducing poverty in the future as in the past. Lampman concludes however, that the future rate of reduction in the per cent of the population in low-income status will tend to be slightly lower than in the recent past unless we develop a program to hasten the reduction of poverty.¹

Cohen states that a program to reduce the number of low-income families is of special importance to children because at the present time there are about eleven million children - or about one-fifth of all the children in the nation - who are in families of this type. And these children represent about one-third of all low-income persons in the country.

He states further, that in quantative terms, there are three million more children in low-income families than there are aged persons. By starting out these young people with "inherited poverty" we are bound to continue the ill-effects of 50 or 60 years in the future as the persons complete their life cycle with limited skills, limited education, and limited potentialities for grappling with problems of the twenty-first century.

¹Wilbur J. Cohen, "Effects of Family Unemployment and Inadequate Family Income," Children and Youth, White House Conference on Children and Youth (Washington, D. C.: U. S. Government Printing Office, March, 1960), p. 2.

We need an affirmative national program to accelerate the reduction of low-incomes in the U. S. This problem cannot be left to natural economic forces - to economic growth - or to the impersonal elements of the market place, or to supply and demand. We can, if we wish, and we must make the abolition of poverty a national goal and a national policy.¹

Studies of the AFL-CIO Council on Poverty reveal that over half of our neediest families are headed by a person who is a member of the labor force -- employed or unemployed. In many cases he is jobless because of displacement due to automation, cybernation, discrimination, lack of adequate skill or simply because work is not available. In many other cases, the family head is employed, but compelled to work only part-time because of the lack of a full-time job.²

In most cases the heads of poor families who are in the labor force actually are employed at full-time jobs. The government's records show that approximately 25 per cent of all impoverished families in America are headed by a person working full-time, year-round, for fifty or more weeks. These full-time working poor -- with sub-standard wages and working conditions -- represent the most shameful aspect of American poverty.³

¹Ibid., p. 2.

²Statement by the AFL-CIO Executive Council on Poverty (Bal Harbour, Florida: March, 1965), pp. 1-2.

³Ibid., p. 2.

The records also show that nearly half of America's impoverished families are headed by persons who are not in the labor force at all. And their family incomes, from whatever source, are just too low to provide the bare necessities of life. They include families that have been broken by death, divorce, or desertion. They include the aged. They include impoverished families with male heads of working age, who are disabled by illness or accident.¹

The council of Economic Advisers, in their study, established a cash income of less than \$3,000.00 (1962 value) as the poverty line for families of two or more persons, and an income of less than \$1,500.00 for persons living alone. Early this year (1965) the Department of Health, Education and Welfare made rough adjustments for these factors. The new poverty line was flexible and ranged from about \$1,000.00 for an elderly person living alone on a farm to more than \$5,000.00 for a family of seven persons. Value of goods and services obtained without specific payment by farm families was also taken into account.²

The decline in the numbers of unskilled and semi-skilled jobs and the increasing premium placed on skills and training intensify the importance of educational deficiency as a factor in poverty. Three out of eight families headed by persons with a grade school

¹Statement by the AFL-CIO Executive Council on Poverty (Bal Harbour, Florida: March, 1965), p. 2.

²Herman P. Miller, "Who are the Poor?" The Nation, 1865 Centennial Year 1965 (New York: June 7, 1965), pp. 609-610.

education or less are poor.¹

The most important long run contribution to raising the level of living for children and our future adults is to raise the level of educational achievement and skill. Some improvements in the short run can be obtained through adult education classes, apprenticeship training, reducing school drop-outs, literacy programs, in-service training courses by employers and unions, and community vocational rehabilitation, education and counseling programs, including programs for persons on the assistance rolls. But, at best, such programs will help reduce dependency in only a portion of the total number of low-income families with children.

Vastly increased financial support for education is required at both the Federal and State levels. This will mean every State must have both an income tax and a sales tax to finance the greatly increased funds necessary for education in the decade ahead.²

Because of deficiencies in their home and community environments and in the schools they attend, Negroes have far less opportunity to acquire a solid education than do most of the white population among whom they live. A man's education is exceedingly important in determining his eventual position on the economic scale. Except for sports, the arts, and a few other fields, most preferred occupations require a college degree. Employers throughout the country are

¹Wilbur J. Cohen and Eugenie Sullivan, "Poverty in the United States," Health, Education, and Welfare (Washington, D. C.: U. S. Government Printing Office, February, 1964), p. 12.

²Cohen, loc. cit., p. 537.

increasingly reluctant to hire people who are not high school graduates. A high school diploma is more and more a prerequisite for any young person to be considered for various types of industrial training which would enable him to move out of an unskilled or semi-skilled job into a skilled or supervisory position.¹

Better preparation for work involves much more than a formal equilization of educational opportunities. For Negroes as for whites, basic preparation for school and for work occurs within the family, the neighborhood, and the community. The habits, the values, the goals that the child acquires provide the basis for his later accomplishment in school and at work. Because of his history, the American Negro is not prepared in the same way as the white population to take full advantage of the economic opportunities that exist. The Negro must alter many of his values before he will be able to cope effectively with his new situation.²

The evidence points to the conclusion that poverty breeds poverty. Education and occupational status are correlated with economic status. The University of Michigan study showed that low educational attainment tends to perpetuate itself between generations.

Poor families also have substantially lower aspiration for sending their children to college -- 31 per cent of poor families expected their sons to go on to college as compared to 66 per cent of

¹Eli Ginsberg, The Negro Potential (New York: Columbia University Press, 1956), p. 42.

²Ibid., p. 93.

all families. One-third of the children of poor families have less than a grade school education. Unless measures are taken to provide them with further education and training, they will probably perpetuate the poverty of their parents.

The heads of poor families show much less upward occupational mobility than all other categories of family heads. In fact, it appears that a number of the heads of poor families moved into less skilled jobs than their father's had.

The U. S. National Health Survey has found that persons with low-incomes are more likely to suffer disabling effects of injury or illness than persons of higher income.¹

Considering the relationship between nature and nurture, it is assumed that when a child is nurtured by a slum environment, he develops under physical and mental handicaps. It is felt that he exhibits not only stunted physical and mental growth and development, but fears and hostilities, aggressiveness or withdrawal tendencies.

The House -- the home -- is the immediate environment into which the child is born, in which his early life is moulded. The home and the family, as aspects of the configuration of the "field of forces" interacting with the child, provide his first and most forceful social climate and cultural atmosphere.²

¹Cohen and Sullivan, loc. cit., p. 14.

²Jackson, op. cit., p. 11.

The child is the reflection of his parents. Some parents may develop fears, a feeling of inferiority or disgrace and a loss of self esteem due to living in slums which may be mirrored by the child through his behavior and attitudes. The child's weak sense of self may often cause him to develop defensive patterns such as negative withdrawal, over-aggressiveness, timidity, nervousness, and shyness. It is felt that the highly charged social climate of slum living, which is part of the nurture, interacts constantly with the total organism and tends to produce mental and emotional instability.¹

Altmeyer in discussing learning in children points out that there are two states of learning (1) primary state, in which the child's wishes receive immediate gratification; (2) secondary state, in which the learning involves thought before action or a plan before doing. Learning can only occur when the secondary state is substituted for the primary state. Learning is an ego function, a constant feeding in, that is sometimes impeded because of physical or emotional conflicts.

Learning may be thwarted by external factors. A child reared in a family where there is little or no love will experience his first learning block. Some parents place little or no value on learning, which discourages the child. On the other hand, the parent who insists too strongly on school and learning may become

¹Jackson, op. cit., p. 12.

a "hated authority figure."¹

Keeping in mind the "organismic concept" as one of the frames of reference for this investigation, it is agreed that the child grows as a unified whole. This growth is accompanied by changes in interest, mental and social outlook, and emotional manifestations. In the course of development, injury, disease, and emotional disturbance have repercussions which are not confined to a single aspect of growth. They affect the child's total organic response. The child passes through stages of growth and maturation. It is a gradual process, "a growth and development by patterns."² It is assumed that when children grow up in a slum situation, their emerging personality is frequently and unnecessarily distorted by the time they reach the age of three years.

Moreover, the ages from four to six years are probably crucial in the formation of the child's conscience. This is the period where the parents should inspire love and affection in the child. If this is not achieved, the child may not develop adequate socialization of his emotions to set up any kind of conditioning for future socially accepted responses. On the other hand, if the child is able to make a firm identification with his parents, it will be the child's basis for future morally and socially accepted behavior. Although the conscience formation is not completed at the age of six years,

¹Altmeyer, op. cit., p. 1.

²James L. Hymes, "Young Children Need Protection Now," Understanding the Child, XVII, No. 1 (January, 1948), p. 3.

the child "must be taught cultural habits and values before he reaches that age."¹ This is important because he begins to learn his social class role, and behavior of his family's social class, from the age of six or seven on. Conscience formation continues to grow and develop from the state of "over rigidity" to that of greater "flexibility" or maturity.

It is important to recognize that at each stage of life the child is exposed to many situations which overwhelm and frustrate him. It is the responsibility of the parents to strengthen him to meet difficulties and, if possible, guard him from them until he is able to meet them successfully. After all, the child who faces frequent failure may be expected to become maladjusted. These stages of growth from one level of maturity to the next, if not properly surmounted, according to Frank, "creates the 'unfinished business' that so often handicaps, if not defeats the adolescent and adults."²

Emotional stability depends basically on the relationship between the child and his parents. However, the emotional attitudes of the parents are of the utmost importance in helping the child develop a well rounded personality. "This implies that man. . . , becomes a human being and personality, for good or ill, according to the way he is reared, culturized, and socialized, and what image of self he

¹Ibid., p. 33.

²Lawrence K. Frank, "The Promotion of Mental Health," The Annals of the American Academy of Political and Social Science, Vol. 286 (March, 1953), p. 169.

gains from his relations with others."¹

As Rogin points out "it takes an extraordinary happening to enable an individual to break the chains of poverty. It takes something special to cut or weaken the linked circumstances. It may be a superhuman effort, a special talent, a timely favor or lucky break.

But most of the time it does not happen. The poor tend to remain poor. And the only thing the children inherit is the poverty of the parents.

If there is any sure escape route out of poverty it is through education, especially education of the young. The children are stimulated or stifled at a very early age.

The education must be valued and the educational atmosphere must prove to be exciting and rewarding.

Recent research shows an early start is needed because some children can be labeled as potential dropouts even before they start kindergarten."²

In their intellectual growth, the children of the poor are not limited by genetics; they are held back by their limited opportunities and by the narrowness of their experience.³

One million Americans of school age are headed toward school failure.

¹Ibid., p. 168.

²Laurence Rogin, "Education: A Way Out of Poverty," The American Federationist (Washington: March, 1964), p. 1.

³Ibid., p. 1.

These are the children of the poor. They will enter school under the educational, emotional, and physical handicaps that have hampered them since birth. Many cannot say a hundred words because they have never heard a hundred words. No one ever explained to them what school is. They will come to school frightened and unprepared.¹

These children and their families can be helped through the enactment of federal laws against poverty.

In August, 1964, a bill called the Economic Opportunity Act was passed by Congress. It was initiated by President Johnson to augment the fight against poverty. Approximately \$800 million was appropriated in October, 1964, to finance the first year's operation.

The E.O.A. emphasized local initiative in the struggle against poverty. It encouraged local leaders to produce blueprints for action in their own cities and communities. When the Local programs were approved by the office of E.O., the federal government assumed 90 per cent of the cost for a period of two years.

These local projects included educational programs, such as pre-school programs (Project Head Start), remedial reading, work experience programs were provided to help unemployed fathers get off relief rolls, etc.

The ultimate aim of the government's drive against poverty was once described in these words:

¹United States Department of Health, Education, and Welfare, American Education (Washington: U. S. Government Printing Office, April, 1965), p. 29.

to provide the young with the opportunity to learn the able bodied with the opportunity to work, the poor with the opportunity to live in decency and dignity.¹

Project Head Start -- the two month summer program of the War on Poverty will give poor children the head start they need for beginning school on a level with their more fortunate classmates.²

Figures show that more people in the United States are living better than ever before and the proportion living at the lowest levels has been reduced most dramatically. Despite the progress, however, large numbers of families in the United States are still living in what is considered to be abject poverty for this society.

Official estimates show that about two million (about 25 per cent) of the poor families are non-white (the non-white population of the country is 11.8 per cent of the total). The non-whites constitute about one-third of the non-aged poor and a much larger proportion of the chronically poor. One can therefore understand why the Negro has played such a major part in shaping the new anti-poverty program with its focus on education, training and rehabilitation, rather than money handouts.

It is the goal of the attack on poverty to eventually eliminate it completely.³

¹Sargent Shriver, Poverty (Reprint from Encyclopedia Americana; New York: 1965), p. 7.

²American Education, op. cit., p. 40.

³Miller, op. cit., p. 609.

The United States can achieve its full economic and social potential as a nation only if every individual has the opportunity to contribute to the full extent of his capabilities and to participate in the workings of our society.¹

Summary of related literature.--The literature in the field tends to support the belief that the parents' aspiration level, attitudes regarding child rearing, education, and life interests have a positive or negative effect on the child's growth and development.

Many women who are unemployed would like to work if they had the training for themselves and care for their children. These mothers could be aided by training programs. It is expected that training for mothers will not only enhance their ultimate prospects for employment, but will be of immediate value in strengthening the family situation and making progress possible for children.

The Head Start Program was designed for children coming from low-income families, whose family income met the requirements of the program and whose family environment are characterized by being culturally disadvantaged or deprived.

¹Wilbur J. Cohen, "The Program Against Poverty," The Sidney A. Teller Lecture Series, Graduate School of Social Work, University of Pittsburg (Pittsburg, Pennsylvania: October 27, 1964), p. 2.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Part I - Questionnaire Data

Organization and treatment of data.--The presentation and analysis of the data stemming from the problem on the Head Start Program at the Wesley Avenue School, Atlanta, Georgia, is designated under two separate chapter captions, namely: Chapter II Presentation and Analysis of Data - Part I - Questionnaire Data and Chapter III Presentation and Analysis of Data - Part II - Selected Case-Studies.

The questionnaire data in Chapter II present the information on selected socio-economic factors of the families: domiciliary status, marital status, sibling pattern, educational index, occupational-income index; and the attitudes of mothers in four selected areas: (a) levels of aspiration, (b) practices in child rearing, (c) procedures and programs of the school, and (d) patterns of life interest.

The Case-study data in Chapter III present the information about each of the families of the twenty-five Head Start mothers as selected from the questionnaires, the interviews with the mothers and consolidated in a Profile for each family which portrays the socio-economic backgrounds, family relations, and attitudinal

patterns characteristic of respective families.

The treatment and presentation of the data are organized, therefore, under six major captions: (1) socio-economic background factors, (2) levels of personal and family aspiration, (3) practices in child rearing, (4) procedures and programs of the school, (5) patterns of life interests, and (6) twenty-five family case-studies which consolidate and interpret the data from the questionnaire and interview schedule.

The immediate pages below will carry the presentation and analysis of the data found on the questionnaires executed by and the interviews held with the twenty-five mothers of Head Start children for the 1965 summer program.

TABLE 1

DISTRIBUTION OF THE TWENTY-FIVE MOTHERS OF THE HEAD START CHILDREN WHO ATTENDED THE INITIAL MEETING FOR POTENTIAL PARTICIPANTS IN STUDY, WESLEY AVENUE SCHOOL, ATLANTA, GEORGIA, 1965

	Number	Per Cent
Mothers who attended first meeting	15	60.00
Mothers who did not attend first meeting	10	40.00
Total	25	100.00

Initial contact with mothers.--Table 1 presents the data on the number of mothers who attended the first meeting and who subsequently participated in the study. Fifteen or 60 per cent of the mothers who participated in the study attended the initial meeting. The other ten

or 40 per cent of the twenty-five mothers had indicated on the returned notices that they were interested in participating in the study; therefore, they were interviewed individually in their homes or at the school as were the other fifteen.

TABLE 2

DISTRIBUTION OF THE PUPILS, ACCORDING TO SEX, WHO
PARTICIPATED IN THE HEAD START PROGRAM, WESLEY
AVENUE SCHOOL, ATLANTA, GEORGIA, 1965

	Number	Per Cent
Male	13	43.00
Female	17	57.00
Total	30	100.00

Number of boys and girls of the mothers participating in the study.--Table 2 presents the data on the distribution of the pupils, according to sex who participated in the Head Start Program, Wesley Avenue School, Atlanta, Georgia, 1965.

The data show that the sex of the children were almost equally divided. Thirteen or 43 per cent were male and seventeen or 57 per cent were female.

DISTRIBUTION OF BIRTHPLACE OF MOTHER AND FATHER OF THE
CHILDREN IN THE HEAD START PROGRAM, WESLEY AVENUE
SCHOOL, ATLANTA, GEORGIA, 1965

Birthplace	Mother		Father	
	Number	Per Cent	Number	Per Cent
<u>Alabama</u>	2	8.00	2	8.00
<u>Georgia</u>				
Atlanta	6	24.00	4	16.00
Covington	2	8.00		
Crawfordville	2	8.00	1	4.00
Dawson			1	4.00
Decatur			4	16.00
Dooly	1	4.00		
Fulton County	2	8.00	1	4.00
Greensboro	1	4.00	2	8.00
Hamilton	1	4.00	1	4.00
Inmar			1	4.00
Irvin County			1	4.00
Lamar County	1	4.00		
Luella			1	4.00
McDonough	1	4.00		
Monroe County	1	4.00		
Odessa	1	4.00	1	4.00
Oxford	1	4.00		
Savannah			1	4.00
Smyrna	1	4.00		
Stephen			1	4.00
Warrington	1	4.00		
<u>Illinois</u>				
Chicago	1	4.00		
<u>Louisiana</u>				
New Orleans			1	4.00
<u>Unknown</u>			2	8.00
Totals	25	100.00	25	100.00

Birthplace of parents of the children.--The data on the birthplace of the mothers and fathers of the children in the Head Start Program, Wesley Avenue School, Atlanta, Georgia, 1965, are presented in Table 3.

Except for two of the fathers, whose place of birth is unknown, the parents were born in four states in the United States. Twenty-two or 88 per cent of the mothers and twenty or 80 per cent of the fathers were born in Georgia. One or 4 per cent each was born in Louisiana, and Illinois. Two or 8 per cent were born in Alabama.

The data indicate that all of these parents except three or 94 per cent were born in the South. Of these three, the birthplace of two of the fathers is unknown, one mother was born in the North. Not only were the majority of the parents born in the South, they come from the rural areas or small towns in the South.

TABLE 4

DISTRIBUTION OF THE AGES OF THE TWENTY-FIVE MOTHERS OF THE
CHILDREN IN THE HEAD START PROGRAM, WESLEY AVENUE
SCHOOL, ATLANTA, GEORGIA, 1965

Ages	Number	Per Cent
20 - 24	1	4.00
25 - 29	10	40.00
30 - 34	4	16.00
35 - 39	9	36.00
40 - 44	1	4.00
Total	25	100.00
Mean = 31.8		

Chronological ages of the mothers.--The data on the chronological ages of the mothers of the children in the Head Start Program, Wesley Avenue School, Atlanta, Georgia, 1965, are presented in Table 4.

The ages of the mothers range from 20 to 44 years, with a mean average of 31.8 years. Fifteen or 60 per cent of the mothers range in ages from 20 to 34 years; whereas, 10 or 40 per cent of them were 35 to 44 years of age.

This group of mothers tended to be young or early middle aged. However, the data would appear to indicate that 40 per cent of these mothers continued to have children to the beginning years of their maturing married life.

TABLE 5

DISTRIBUTION OF THE NUMBER OF YEARS MOTHERS OF THE
CHILDREN IN THE HEAD START PROGRAM LIVED IN
ATLANTA, GEORGIA

Years	Number	Per Cent
1 - 9	4	16.00
10 - 19	8	32.00
20 - 29	5	20.00
30 - 39	7	28.00
40 and Over	1	4.00
Total	25	100.00

Number of years mothers lived in Atlanta, Georgia.--Table 5
presents the data on the number of years the mothers of the children in the Head Start Program lived in Atlanta, Georgia.

Twenty-one or 84 per cent of the mothers have lived in Atlanta over ten years, thirteen or 52 per cent have lived in Atlanta over twenty years, and eight or 32 per cent have lived in Atlanta more than thirty years.

Previous data indicate that although most of the mothers were born in small towns in Georgia, they have lived all or most of their life in metropolitan Atlanta. Nevertheless, it appears that few of their lives have been culturally enriched despite long exposure to urban living.

TABLE 6

DISTRIBUTION OF THE VOCATIONAL CHOICES WHILE IN SCHOOL
OF THE MOTHERS OF THE CHILDREN IN THE HEAD START
PROGRAM, WESLEY AVENUE SCHOOL,
ATLANTA, GEORGIA, 1965

Vocational Intentions (choices)	Number	Per Cent
Nurse	12	48.00
Teacher	8	32.00
Dietitian	1	4.00
Beautician	1	4.00
Professional Worker	1	4.00
Accountant	1	4.00
Undecided	1	4.00
Total	25	100.00

Vocational choices of the mothers.--Table 6 represents the data on the vocational choices of the mothers when they were attending school.

The data appear to indicate that twenty-three or 92 per cent of the twenty-five mothers had a desire to become a professional in her field of interest. One or 4 per cent wanted to train for a trade and one or 4 per cent was undecided on what she wanted as a vocation. There is similarity in the educational goals they set for themselves and those they set for their children. Table 52 shows that twenty-five or 100 per cent of the mothers wanted their children to get a college education. Since none of these mothers achieved their vocational goals, they still wanted their children to be professionals (see Table 53).

TABLE 7

DISTRIBUTION OF THE SUCCESS AND FAILURES IN ACHIEVING
THEIR LIFE'S GOALS AS REPORTED BY THE MOTHERS OF
THE CHILDREN IN THE HEAD START PROGRAM, WESLEY
AVENUE SCHOOL, ATLANTA, GEORGIA, 1965

Life's Achievement	Number	Per Cent
Succeeded	11	44.00
Did not succeed	14	56.00
Total	25	100.00

Success and failures in achieving their life's goals.--The data in Table 7 show information on the success and failures in

achieving vocational choices (goals) as reported by the mothers of the children in the Head Start Program.

Fourteen or 56 per cent of the mothers felt that they had failed to achieve their life's goals while eleven or 44 per cent thought that they had succeeded in achieving their life's goals. Interviews with the mothers revealed that achieving their life's goal meant finishing high school or getting married. According to data in Table 6, none of the mothers achieved the vocational goals that they set for themselves while they were in school. It is evident that the mothers' goals shifted to more realistic goals as they matured.

TABLE 8

DISTRIBUTION OF THE LAST SCHOOL GRADE ATTENDED BY THE
MOTHERS AND THE FATHERS OF THE CHILDREN IN THE
HEAD START PROGRAM, WESLEY AVENUE SCHOOL,
ATLANTA, GEORGIA, 1965

Last Grade Attended in School	Mother		Father	
	Number	Per Cent	Number	Per Cent
4	1	4.00	1	4.00
5	0	.00	1	4.00
6	1	4.00	1	4.00
7	2	8.00	3	12.00
8	0	.00	3	12.00
9	1	4.00	1	4.00
10	3	12.00	2	8.00
11	4	16.00	1	4.00
12	11	44.00	8	32.00
College	2	8.00	4	16.00
Total	25	100.00	25	100.00

Last school grade of the parents.--In relationship to other parents, shown in Table 8, more than half of the mothers, 52 per cent and slightly under half, 48 per cent, of the fathers finished high school. Two or 8 per cent of the mothers attended college while four or 16 per cent of the fathers attended college or finished college. Twelve or 48 per cent of the mothers had less than a high school education and thirteen or 52 per cent of the fathers had less than a high school education. Most of the parents finished elementary school.

The data on the last school grade attended by the parents show that more mothers were better educated than fathers except for those fathers who attended college. The parents' educational training ranged from grade four through college.

TABLE 9

DISTRIBUTION OF THE REASONS FOR QUITTING SCHOOL AS
REPORTED BY THE MOTHERS OF THE CHILDREN IN THE
HEAD START PROGRAM, WESLEY AVENUE SCHOOL,
ATLANTA, GEORGIA, 1965

Reasons For Quitting School	Number	Per Cent
Not interested	3	12.00
Married	5	20.00
To work	6	24.00
Became pregnant	2	8.00
Financial reasons	6	24.00
Illness	1	4.00
No response	2	8.00
Total	25	100.00

Reason for quitting school.--The data showing the reasons the twenty-five mothers gave for quitting school are presented in Table 9.

Six or 24 per cent each quit school to go to work and for financial reasons, three or twelve per cent were not interested in school, five or 20 per cent got married, two or eight per cent became pregnant, two or 8 per cent did not respond, and one or 4 per cent quit because of illness.

Interviews with the subjects revealed that few of them quit school for reasons beyond their control. Except for one mother, those who left school "to go to work" or for "financial reasons" did not explore opportunities for scholarship to aid them in continuing their education. The one subject who did get a scholarship to go to college lost it because of poor grades. Some of the mothers felt that they had achieved their goal when they finished high school.

TABLE 10

DISTRIBUTION OF THE MARITAL STATUS OF THE TWENTY-FIVE
MOTHERS OF THE CHILDREN IN THE HEAD START PROGRAM,
WESLEY AVENUE SCHOOL, ATLANTA, GEORGIA, 1965

	Number	Per Cent
Live with husband	22	88.00
Separated	1	4.00
Divorced		
Single	1	4.00
Widow	1	4.00
Total	25	100.00

Marital status of the mothers.--Table 10 presents the data on the marital status of the mothers of the children in the Head Start Program, Wesley Avenue School, Atlanta, Georgia, 1965.

The marital status of these mothers ranked as follows: twenty-two or 88 per cent were married, one or 4 per cent each was separated, single, and widowed. It is of interest to note that none was reported as being divorced.

The data would appear to indicate that these mothers represented very stable family relations; for 88 per cent are operatively married. Only one mother was reported as being without benefit of clergy. It is most interesting to note that the data appear to indicate that this group of mothers representing poor families did not represent (although sometimes expected) a high degree of social instability of broken homes and children out-of-wedlock.

TABLE 11

DISTRIBUTION OF THE PARENTS WITH WHOM THE CHILDREN
LIVE WHO WERE IN THE HEAD START PROGRAM, WESLEY
AVENUE SCHOOL, ATLANTA, GEORGIA, 1965

	Number	Per Cent
Both Parents	22	88.00
Mother	2	8.00
Father		
Guardian	1	4.00
Total	25	100.00

Parents with whom the children live.--Table 11 shows the distribution of the parents with whom the children live who were in the Head Start Program, Wesley Avenue School, Atlanta, Georgia, 1965.

Twenty-two or 88 per cent of the parents (mothers and fathers) live with their own children, two mothers or 8 per cent are single parents; and one or 4 per cent of the subjects is a guardian.

Contrary to general assumptions that children of poor families come from broken homes headed by females, the data show that most of the homes of the Head Start children in this study have both parents.

TABLE 12

DISTRIBUTION OF THE NUMBER OF SIBLINGS OF THE CHILDREN
ENROLLED IN THE HEAD START PROGRAM, WESLEY AVENUE
SCHOOL, ATLANTA, GEORGIA, 1965

	Number	Per Cent
Number older brothers	27	32.00
Younger brothers	16	19.00
Older sisters	25	30.00
Younger sisters	16	19.00
Total	84	100.00

Number of siblings of the children.--The data on the number of siblings of the children enrolled in the Head Start Program, Wesley

Avenue School, Atlanta, Georgia, 1965 are presented in Table 12. The data show that there are twenty-seven or 32 per cent older brothers, twenty-five or 30 per cent older sisters. There are sixteen or 19 per cent younger brothers, and sixteen or 19 per cent younger sisters.

Sibling placement indicates the following: there is little difference between the number of older siblings, male or female, and there is no difference in the number of younger siblings, male and female. Few children in the study are only children. Some of the older siblings are married or out of the home.

TABLE 13

DISTRIBUTION OF THE NUMBER OF DEPENDENT CHILDREN IN
THE FAMILIES OF THE CHILDREN IN THE HEAD START
PROGRAM, WESLEY AVENUE SCHOOL,
ATLANTA, GEORGIA, 1965

Number Families	Number Children	Total Number Children	Per Cent
1	0	0	00.00
1	8	8	10.96
2	5	10	13.70
4	1	4	5.47
5	3	15	20.55
6	2	12	16.44
6	4	24	32.88
25		*73	100.00

*This number does not include the 30 Head Start children

Distribution of dependent children in the family.--Table 13 shows that there were seventy-three children in the twenty-five families of the children in the Head Start Program, Wesley Avenue School, Atlanta, Georgia, 1965.

This number does not include the pupils in the Head Start Program, but it does show the number of children in the homes. One family has eight children or 10.96 per cent dependent children, two families have 10 children (five each) or 13.70 per cent dependent children, four families have 4 children (one each) or 5.48 per cent dependent children, six families have 12 children (two each) or 16.44 per cent dependent children, and six families have 24 children (four each) or 32.88 per cent dependent children. Fifteen of the families have three or more dependent children while ten of the families have less than three dependent children.

By adding the 30 children in the Head Start Program to the seventy-three dependent children in the family there were 103 children in the twenty-five families or an average of 4.1 children per family.

TABLE 14

DISTRIBUTION OF DOMICILIARY STATUS OF THE FAMILIES
OF THE CHILDREN IN THE HEAD START PROGRAM,
WESLEY AVENUE SCHOOL,
ATLANTA, GEORGIA, 1965

	Number	Per Cent
Own home	1	4.00
Buying home	4	16.00
Renting home	20	80.00
Total	25	100.00

Domiciliary status of the families.--The domiciliary status of the families of the children in the Head Start Program is revealed in Table 14. It shows that twenty or 80 per cent of the families represented in the study rent their homes. Four, or 16 per cent of the families are buying their home. One of the families is a home owner.

The twenty families who rent said that they moved to the neighborhood in which they live because the rent was cheap, but they would like to own their home.

TABLE 15

DISTRIBUTION OF THE NUMBER OF ROOMS IN THE HOME OF
THE CHILDREN IN THE HEAD START PROGRAM, WESLEY
AVENUE SCHOOL, ATLANTA, GEORGIA, 1965

Number Families	Number Rooms*	Total Number Rooms	Per Cent
1	7	7	4.00
1	2	2	4.00
5	5	25	20.00
6	4	24	24.00
12	3	36	48.00
25		94	100.00

*This number includes all rooms except bathrooms and kitchens.

Number of rooms in the home.--The number of rooms in the home of the mothers under study are depicted for analysis in Table 15. The data show that twelve out of the twenty-five families represented in the study have three rooms, five families have five rooms, six

families have four rooms, one family has two rooms, and one family has seven rooms.

Most of the houses are too small to adequately accommodate the families. On the other hand, the data further indicate that twelve or 48 per cent of the families have three rooms and six or 24 per cent have four rooms other than kitchen and bathroom. Bearing in mind, the data in Table 13 which show that each family has an average of 4.1 children and allowing one sleeping room for the parents and a sleeping room for $1\frac{1}{2}$ children,¹ it is probable that 72 per cent of the families are overcrowded.

TABLE 16

DISTRIBUTION OF OTHER ADULTS LIVING IN THE HOME OF
THE MOTHERS AND FATHERS OF THE CHILDREN IN THE
HEAD START PROGRAM, WESLEY AVENUE SCHOOL,
ATLANTA, GEORGIA, 1965

	Number	Per Cent
Aunt	1	25.00
Great grandmother	1	25.00
Mother-in-law	1	25.00
Grandmother	1	25.00
Total	4	100.00

Other adults living in the home of the parents.--The data on the adults living in the home of the mothers and fathers of the children in the Head Start Program, Wesley Avenue School, Atlanta, Georgia, 1965 are presented in Table 16.

¹"Housing," The American Peoples Encyclopedia, ed., Vol. X.

The data indicated that one or 25 per cent each was an aunt, grandmother, great grandmother, and mother-in-law. This showed that a majority of the homes had only members of the immediate family living there.

TABLE 17

DISTRIBUTION OF THE TWENTY-FIVE MOTHERS OF THE
CHILDREN IN THE HEAD START PROGRAM EMPLOYED
OUTSIDE THE HOME, WESLEY AVENUE SCHOOL,
ATLANTA, GEORGIA, 1965

Employed Outside Home	Number	Per Cent
Yes	10	40.00
No	15	60.00
Total	25	100.00

Employment of mothers outside the home.--Table 17 shows the distribution of mothers of the children in the Head Start Program, Wesley Avenue School, Atlanta, Georgia, 1965 employed outside the home.

Ten or 40 per cent of the twenty-five mothers in this study are employed away from home, 15 or 60 per cent are at home with their children. The data seem to indicate that more than half of these mothers from poor families are able to remain at home and have such status symbols as: telephones, televisions, Hi-Fi sets, radios, electric or gas refrigerators, and cars provided by their husband's salaries alone (see Tables 32, 33, 34).

TABLE 18

DISTRIBUTION OF THE DEGREE OF SATISFACTION WITH
PRESENT JOB HELD AS EXPRESSED BY THE MOTHERS
AND FATHERS OF THE CHILDREN IN THE HEAD
START PROGRAM, WESLEY AVENUE SCHOOL,
ATLANTA, GEORGIA, 1965

Degree of Job Satisfaction	Mother's Satisfaction		Father's Satisfaction	
	Number	Per Cent	Number	Per Cent
Fully	7	28.00	17	68.00
Moderately	11	44.00	5	20.00
Slightly	4	16.00	1	4.00
Not at all	2	8.00	0	.00
No response	1	4.00	2	8.00
Total	25	100.00	25	100.00

Parents' satisfaction with job.--Table 18 presents data showing the degree of mothers' and fathers' satisfaction with the job they hold.

Seven or 28 per cent of the mothers as compared to 17 or 68 per cent of the fathers were fully satisfied with their jobs, eleven or 44 per cent of the former as compared to five or 20 per cent of the latter were moderately satisfied; four or 16 per cent as compared to one or 4 per cent of the mothers and fathers, respectively, found their jobs slightly satisfactory; two or 8 per cent of the mothers and none of the fathers were dissatisfied with their jobs. One or 4 per cent of the mothers and two or 8 per cent of the fathers gave no response.

The data revealed that few of the mothers, 28 per cent, found their jobs fully satisfying. Eight per cent did not find any

satisfaction in their jobs. According to the mothers, most of their husbands, seventeen or 60 per cent found their jobs fully satisfactory. None indicated that their husbands were totally dissatisfied with their jobs.

Previous data in Table 20 reveal that most of the mothers were housewives and the fathers were employed in service or blue collar jobs. This degree of satisfaction on the part of the mothers appear to be related to the shift in goals as was indicated in Table 7.

TABLE 19

DISTRIBUTION OF THE DEGREE OF EMPLOYMENT OF THE
HUSBANDS OF THE MOTHERS OF THE CHILDREN IN THE
HEAD START PROGRAM, WESLEY AVENUE SCHOOL,
ATLANTA, GEORGIA, 1965

	Number	Per Cent
Full-time	22	88.00
Part-time	2	8.00
Not at all (deceased)	1	4.00
Total	25	100.00

Degree of employment of the husbands.--Table 19 shows the degree of employment of the husbands of the mothers of the children in the Head Start Program, Wesley Avenue School, Atlanta, Georgia, 1965.

The degree of employment of these husbands ranked as follows: twenty-two or 88 per cent were employed full-time, year-round, two or 8 per cent were employed part-time during the year, and one or 4 per cent (deceased) was not employed at all.

The data appear to verify the information from studies of the AFL-CIO Council on Poverty as the writer indicated in the survey of related literature. The article stated that, "In most cases the heads of poor families who are in the labor force actually are employed at full-time jobs. These full-time working poor -- with substandard wages and working conditions -- represent the most shameful aspect of American poverty."¹

TABLE 20

DISTRIBUTION OF THE OCCUPATIONS OF THE MOTHERS AND
FATHERS OF THE CHILDREN OF THE HEAD START PROGRAM,
WESLEY AVENUE SCHOOL, ATLANTA, GEORGIA, 1965

Mothers' Occupation			Fathers' Occupation		
	Num- ber	Per Cent		Num- ber	Per Cent
Housewife	15	60.00	Mechanic	1	4.00
Insurance Agent	1	4.00	Self Employed		
Meat Clerk	1	4.00	Plasterer	2	8.00
Teacher's Aide	1	4.00	Foreman	1	4.00
Maid	2	8.00	Seamless Floor		
Laundry Worker	1	4.00	Mechanic	1	4.00
Heat Seal Operator	1	4.00	Bank Porter &		
Saleslady	1	4.00	Minister	1	4.00
Packer in Jelly			Warehouseman	1	4.00
Factory	1	4.00	Serviceman		
Doctor's Assistant	1	4.00	(armed forces)	1	4.00
			Postal Worker	1	4.00

¹Statement by the AFL-CIO Executive Council on Poverty (Bal Harbour, Florida: March, 1965), pp. 1-2.

TABLE 20—Continued

Mothers' Occupation			Fathers' Occupation		
	Num- ber	Per Cent		Num- ber	Per Cent
			Aircraft Worker	1	4.00
			Truck Driver	4	16.00
			City Sanitation Worker	1	4.00
			Shoe Repairman	1	4.00
			Construction Worker	2	8.00
			Self Employed Painter	1	4.00
			Brickmason	1	4.00
			Machine Operator	1	4.00
			Shipping Clerk	1	4.00
			Packer Leader	1	4.00
			Unknown	1	4.00
			Deceased	1	4.00
Total	25	100.00		25	100.00

Occupational status of the parents.--Table 20 shows the occupational status of the subjects in this study. This data reveal that the occupation of one child's father is unknown although he is employed and another child's grandfather (guardian) is deceased. Except for these two persons, all other fathers are engaged in skilled or unskilled occupations. Ten mothers are employed and away from home most of the day, and fifteen (housewives) are unemployed.

Notwithstanding earlier data showed that six or 24 per cent of the twenty-five parents attended college or finished college, none of these fathers or mothers were employed in occupations requiring college training.

TABLE 21

DISTRIBUTION OF THE FREQUENCY OF DISCIPLINE PRACTICED
WITH CHILDREN AS REPORTED BY THE MOTHERS OF THE
CHILDREN IN THE HEAD START PROGRAM, WESLEY
AVENUE SCHOOL, ATLANTA, GEORGIA, 1965

	Number	Per Cent
A. Mother has trouble making child obey		
Never	2	8.00
Frequently	4	16.00
Occasionally	18	72.00
No response	1	4.00
Total	25	100.00
B. Mother punishes child		
Never	1	4.00
Frequently	1	4.00
Occasionally	23	92.00
Total	25	100.00
C. Father punishes child		
Never	2	8.00
Frequently	1	4.00
Occasionally	22	88.00
Total	25	100.00
D. Father punishes child more than mother		
Yes	2	8.00
No	23	92.00
Total	25	100.00
E. Child fears mother		
Yes	6	24.00
No	19	76.00
Total	25	100.00

Types of discipline practiced with the Head Start Children.--Table 21 presents the data on the frequency of discipline and control practiced with children in the Head Start Program as reported by the mothers.

Section A of Table 21 shows that eighteen or 72 per cent of the mothers occasionally had trouble making their child obey, four or 16

per cent frequently had difficulty, two or 8 per cent said that they never had trouble making their child obey, one or 4 per cent did not respond.

Section B and C show that twenty-three or 92 per cent of the mothers as compared to twenty-two or 88 per cent of the fathers occasionally punish their children, one or 4 per cent of the mothers compared to two or 8 per cent of the fathers indicated that they never punish their child, one or 4 per cent each of the mothers and fathers frequently punish their child.

Section D and E show data indicating that nineteen or 76 per cent of the mothers feel that their child does not fear them and six or 24 per cent said that they are feared by their child.

The data in section D indicates that twenty-three or 92 per cent of the fathers punish their child less than do the mothers. Only two or 8 per cent of the mothers felt that their husbands punished their child more than they did. According to interviews with the mothers, they attributed this discrepancy to the fact that their children were with them more than their fathers during the child's waking hours; therefore, it was incumbent upon the mothers to be responsible for disciplinary action.

Frequency with which children eat with adults.--Table 22 presents the data on the frequency with which children eat at the table with adults as reported by the mothers of the children in the Head Start Program.

TABLE 22

DISTRIBUTION OF THE FREQUENCY WITH WHICH CHILDREN EAT
AT THE TABLE WITH ADULTS AS REPORTED BY THE MOTHERS
OF THE CHILDREN IN THE HEAD START PROGRAM,
WESLEY AVENUE SCHOOL, ATLANTA, GEORGIA,
1965

Frequency at Table	Number	Per Cent
Most of the time	24	96.00
Occasionally	1	4.00
Never	0	.00
Total	25	100.00

Twenty-four or 96 per cent of the children of the subjects in the study eat at the table with adults most of the time. One or 4 per cent eat at the table occasionally. According to information obtained during the interview with the mothers this is true because the dining area in some of the homes is too small to accommodate the entire family.

TABLE 23

DISTRIBUTION OF THE FREQUENCY WITH WHICH CHILDREN
WITH OR WITHOUT MOTHER'S ASSISTANCE
TAKE BATHS

Frequency/Assistance	Number	Per Cent
A. Frequency of Bath		
Daily	17	68.00
Twice a week	3	12.00
Once a week	0	.00
Four times a week	3	12.00
Daily in Summer and Twice in Winter	2	8.00
Total	25	100.00

TABLE 23--Continued

Frequency/Assistance	Number	Per Cent
B. Mother assists with bath		
Yes	24	96.00
No	1	4.00
Total	25	100.00

Habits regarding taking baths.--Table 23 presents the data on the frequency with which children take baths as reported by the mothers of the children in the Head Start Program.

Section A shows that seventeen or 68 per cent of the children are bathed daily, three or 12 per cent are bathed twice a week, three or 12 per cent are bathed four times a week, and two or 8 per cent are bathed daily in summer and twice a week in the winter.

The data would appear to indicate that even among the poor, the frequency with which baths are taken depends, to a great extent, on the access to facilities for taking a bath.

Section B shows that a majority of the mothers, twenty-four or 96 per cent, assist their children with their baths.

TABLE 24

DISTRIBUTION OF THE TIME AT WHICH THE CHILD GOES TO
BED AS REPORTED BY THE MOTHERS OF THE CHILDREN IN
THE HEAD START PROGRAM, WESLEY AVENUE SCHOOL,
ATLANTA, GEORGIA, 1965

Time	Number	Per Cent
8:00 P.M.	3	12.00
8:30 P.M.	11	44.00
9:00 P.M.	7	28.00
9:30 P.M.	4	16.00
Total	25	100.00

Time child goes to bed.--The data on the distribution of the time at which the child goes to bed as reported by the mothers of the children in the Head Start Program, are shown in Table 24.

Three or 12 per cent of the children go to bed at 8:00 P.M., eleven or 44 per cent go to bed at 8:30 P.M., seven or 28 per cent go to bed at 9:00 P.M., and four or 16 per cent go to bed at 9:30 P.M. The data reveal that the children's bedtime had a spread of one hour and a half, from 8:00 P.M. to 9:30 P.M.

TABLE 25

DISTRIBUTION OF THE TYPES OF BABY-SITTING USED IN THE HOME AS REPORTED BY THE MOTHERS OF THE CHILDREN IN THE HEAD START PROGRAM, WESLEY AVENUE SCHOOL, ATLANTA, GEORGIA, 1965

Types of baby-sitting	Number	Per Cent
Relative	18	72.00
Husband	1	4.00
Neighbor	3	12.00
Babysitter	2	8.00
None (all children are school age)	1	4.00
Total	25	100.00

Types of baby-sitting used by the mothers.--The data on the types of baby-sitting used in the home as reported by the mothers of the children in the Head Start Program are shown in Table 25.

Most of the mothers in the study are able to get a relative to keep their child in their absence. Eighteen or 72 per cent are cared

for by a relative. This number does not include husband's of the subjects. One or 4 per cent used her husband as a sitter, two or 8 per cent used a paid baby-sitter, and one or 4 per cent did not find it necessary to use a sitter at all because, the interview revealed, her children were of school age.

TABLE 26

DISTRIBUTION OF THE TYPE OF MEDICAL SERVICES GENERALLY
USED WHEN CHILD IS ILL AS REPORTED BY THE MOTHERS OF
THE CHILDREN IN THE HEAD START PROGRAM, WESLEY
AVENUE SCHOOL, ATLANTA, GEORGIA, 1965

Medical Services	Number	Per Cent
Home remedies	1	4.00
Clinic	8	32.00
Doctor	16	64.00
Total	25	100.00

Medical services used by the family.--Table 26 presents the data on the type of medical services generally used when the child is ill as reported by the mothers of the children in the Head Start Program.

The data indicate that sixteen out of the twenty-five mothers use the services of a private physician when their child is ill, eight or 32 per cent of the families take their child to a clinic for medical care, and one or 4 per cent use home remedies when there is illness in the home.

There was a time when poor families, particularly those with rural backgrounds, tended to rely upon home remedies when there was illness in the home. Apparently public and private health agencies, together with media for communications, are doing a service to these families by making them aware of the need for scientific medical care.

TABLE 27

DISTRIBUTION OF THE TYPES OF PERSON-TO-PERSON RELATIONS
PRACTICED IN THE HOME AS REPORTED BY THE MOTHERS OF
THE CHILDREN IN THE HEAD START PROGRAM, WESLEY
AVENUE SCHOOL, ATLANTA, GEORGIA, 1965

	Number	Per Cent
A. Parents teach child to be polite		
Yes	25	100.00
No	0	.00
Total	25	100.00
B. Parents teach child to protect himself physically		
Yes	24	96.00
No	1	4.00
Total	25	100.00
C. Mother, father, children, other family members do things together		
Yes	23	92.00
No	0	.00
No response	2	8.00
Total	25	100.00
D. Mother hugs and kisses child		
Never	0	.00
Frequently	14	56.00
Occasionally	11	44.00
Total	25	100.00

Types of person-to-person relations practiced.--Table 27 presents the data on the types of person-to-person relations practiced in the home as reported by the mothers of the children in the Head Start Program.

Section A reveals that all of the parents taught their children to be polite. Section B shows that twenty-four or 96 per cent taught their child to protect himself physically, one or 4 per cent did not teach their child to protect himself physically. Section C shows that twenty-three or 92 per cent of the family members did things together, two or 8 per cent did not respond. Section D revealed that fourteen or 56 per cent of the mothers hugged and kissed their child frequently while eleven or 44 per cent occasionally hugged or kissed their child.

TABLE 28

DISTRIBUTION OF THE TYPES OF CONTROL OF TELEVISION
AND MOVIES VIEWING AS PRACTICED WITH THE CHILDREN
AS REPORTED BY THE MOTHERS OF CHILDREN IN THE
HEAD START PROGRAM, WESLEY AVENUE SCHOOL,
ATLANTA, GEORGIA, 1965

	Number	Per Cent
A. Child chooses television show without mother's help		
Yes	18	72.00
No	0	.00
Sometimes	7	28.00
Total	25	100.00
B. Child chooses movie without mother's help		
Yes	14	56.00
No	2	8.00
Sometimes	8	32.00
No response	1	4.00
Total	25	100.00

Types of controls for television and movies practiced in the home.--Table 28 presents the data on the types of control for television and movies viewing practiced with the children as reported by the mothers of children in the Head Start Program.

Eighteen or 72 per cent of the children were permitted to choose their television shows without help from their parents, seven or 28 per cent were able to choose television shows without help sometimes. None of the children were helped in choosing their shows all of the time.

Fourteen or 56 per cent of the children were permitted to choose the movies they wanted to see without the help of their parents, eight or 32 per cent choose movies unassisted by their parents sometimes, two or 8 per cent were always assisted in choosing their movies, one or 4 per cent did not respond.

The data revealed that most of the children chose the television shows and movies they wanted to see without any direction or supervision from their parents.

TABLE 29

DISTRIBUTION OF ATTENDANCE AT CHURCH BY THE MOTHERS
OF THE CHILDREN IN THE HEAD START PROGRAM,
WESLEY AVENUE SCHOOL, ATLANTA, GEORGIA,
1965

Church Attendance	Number	Per Cent
Frequently	18	72.00
Occasionally	7	28.00
On Special occasions only	0	.00
Never	0	.00
Total	25	100.00

Church attendance by the mothers.--The data on attendance at church by the subjects are presented in Table 29. It shows that eighteen or 72 per cent of the respondents go to church frequently, and seven or 28 per cent go occasionally to church. The data appear to indicate that all of the mothers attend church and their attendance is not confined to special occasions only.

There is a high degree of similarity between the number of mothers who attend church frequently and the number who belong to church as shown in Table 30. This may tend to indicate, as some studies have shown, that the church often meets many needs of poor people other than their religious needs.

TABLE 30

DISTRIBUTION OF MEMBERSHIP ORGANIZATIONS INDICATED BY
MOTHERS OF THE CHILDREN IN THE HEAD START PROGRAM,
WESLEY AVENUE SCHOOL, ATLANTA, GEORGIA, 1965

Organizations to Which Mothers Belong	Number Responses	Per Cent
Church	25	100.00
Total	25	100.00
Lodge	1	4.00
Clubs		
Civic	3	12.00
Religious	8	32.00
Social	5	20.00
No fraternal or club affiliation	8	32.00
Total	25	100.00

Organizational membership of the mothers.--Table 30 shows the distribution of membership organizations indicated by mothers of the children in the Head Start Program.

It is interesting to note that all of the twenty-five mothers belonged to church. Eight or 32 per cent belonged to religious clubs. Five or 20 per cent were members of social clubs, three or 12 per cent were members of civic clubs, one or 4 per cent was a member of a lodge, eight or 32 per cent had no fraternal or club affiliations.

Although the mothers had strong identification with the church, their other social organization outlets were limited.

TABLE 31

DISTRIBUTION OF THE TYPES OF RELIGIOUS OR CIVIC
AFFILIATIONS OF THE PARENTS AND CHILDREN WHO
PARTICIPATED IN THE HEAD START PROGRAM,
WESLEY AVENUE SCHOOL, ATLANTA,
GEORGIA, 1965

	Number	Per Cent
A. Child goes to Sunday School		
Never	0	.00
Frequently	18	72.00
Occasionally	7	28.00
Total	25	100.00
B. Mother or father goes to P.T.A. meetings		
Never	0	.00
Frequently	21	84.00
Occasionally	4	16.00
Total	25	100.00

Types of religious and civic affiliations.--Table 31 presents the data on the types of religious and civic affiliations of the parents and children who participated in the Head Start Program.

Eighteen or 72 per cent of the children go to Sunday School regularly, seven or 28 per cent of the children occasionally go to Sunday School. Section B shows that twenty-one or 84 per cent of the parents frequently attend P.T.A. meetings and four or 16 per cent occasionally attend.

It is interesting to note the correlation between the number of mothers and children who frequently attend church and the number who occasionally go to church. The data reveal that eighteen or 72 per cent of the children frequently attend Sunday School and seven or 28 per cent occasionally attend. The data in Table 29 reveal that eighteen or 72 per cent of the mothers attend church frequently and seven or 28 per cent occasionally go to church. It would be interesting to know if the eighteen mothers who attend church frequently are also the mothers of the eighteen children who frequently go to Sunday School.

TABLE 32

DISTRIBUTION OF RESPONSES TO QUESTION ABOUT TELEPHONES
IN THE HOMES AS OBTAINED FROM THE MOTHERS OF THE
CHILDREN IN THE HEAD START PROGRAM, WESLEY
AVENUE SCHOOL, ATLANTA, GEORGIA, 1965

	Number	Per Cent
Has telephone in the home	20	80.00
Does not have telephone	5	20.00
Total	25	100.00

Telephones in the home.--Table 32 presents the data on the available telephones in the homes as obtained from the mothers of the children in the Head Start Program, Wesley Avenue School, Atlanta, Georgia, 1965.

Twenty or 80 per cent of the families in the study have telephones, five or 20 per cent do not have telephones. According to the interview with the mothers, none of them considered a telephone a luxury. Distance and the element of time makes a telephone a necessity in our modern society because it keeps the life lines open, for example; health facilities, law enforcement agencies and other community resources should be readily accessible.

TABLE 33

DISTRIBUTION OF RESPONSES TO QUESTION ABOUT CARS IN THE HOMES AS OBTAINED FROM THE MOTHERS OF THE CHILDREN IN THE HEAD START PROGRAM, WESLEY AVENUE SCHOOL, ATLANTA, GEORGIA, 1965

	Number	Per Cent
Has a car	19	76.00
Does not have a car	6	24.00
Total	25	100.00

Families who own a car.--The data indicating the number of families who have cars are shown in Table 33.

Nineteen or 76 per cent of the subjects who participated in the study had cars, six or 24 per cent did not own cars. Interviews revealed that many of the families used the cars for transportation to work and for recreation. Many of the mothers said that poor

public transportation made a car necessary.

TABLE 34

DISTRIBUTION OF RADIO, TELEVISION AND RECORDING
INSTRUMENTS IN THE HOME AS REPORTED BY THE
MOTHERS OF THE CHILDREN IN THE HEAD START
PROGRAM, WESLEY AVENUE SCHOOL, ATLANTA,
GEORGIA, 1965

	Has radio		Has televi- sion		Has Televi- sion Color set		Has Hi-Fi set or record player	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Has instrument	24	96.00	24	96.00	0	.00	19	88.00
Has no instru- ment	1	4.00	1	4.00	25	100.00	6	12.00
Total	25	100.00	25	100.00	25	100.00	25	100.00

Radio, television, and recording instruments in the home.--Table

34 presents the data on the distribution of radio, television, and recording instruments in the home as reported by the mothers of the children in the Head Start Program.

Twenty-four or 96 per cent of the families had radios, one or 4 per cent had no radio. Twenty-four or 96 per cent had television sets, one or 4 per cent did not have a television. None of the subjects had a color television. Nineteen or 88 per cent of the families had a Hi-Fi set or record player, six or 12 per cent had neither. Observation during the interviews revealed that many of the subjects had console radios, televisions, and Hi-Fi sets. It would appear that in some instances these instruments served as status symbols as

well as means of entertainment.

TABLE 35

DISTRIBUTION OF THE AVAILABILITY AND USE OF THE TYPES
OF MUSICAL INSTRUMENTS IN THE HOMES OF THE CHILDREN
IN THE HEAD START PROGRAM, WESLEY AVENUE SCHOOL,
ATLANTA, GEORGIA, 1965

	Number	Per Cent
Families with instruments	7	28.00
Piano	2	
Coronet	1	
Drum	1	
Flute	3	
Guitar	1	
Clarinet	1	
Recorder	1	
Families with no instruments	18	72.00
Total	25	100.00

Availability and use of various types of musical instruments.--Table 35 presents the data on the availability and use of the types of musical instruments in the homes of the children in the Head Start Program.

Seven or 28 per cent of the families had seven types of musical instruments in their homes. Two of the seven families had two or more instruments which totaled ten instruments within the seven families. The data show that most of the families, eighteen or 72 per cent had no musical instruments at all. According to information acquired during the interviews with the mothers, some of the children with instruments were not taking music lessons.

TABLE 36

DISTRIBUTION OF THE READING HABITS OF THE MOTHERS OF
THE CHILDREN IN THE HEAD START PROGRAM, WESLEY
AVENUE SCHOOL, ATLANTA, GEORGIA, 1965

	Usually reads daily paper		Reads weekly paper		Reads magazine regularly	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Yes	20	80.00	10	40.00	14	56.00
No	5	20.00	10	40.00	9	36.00
No response	0	.00	5	20.00	2	8.00
Total	25	100.00	25	100.00	25	100.00

Reading habits of the mothers.--The data on the distribution of the reading habits of the mothers of the children in the Head Start Program are presented in Table 36.

Twenty or 80 per cent of the mothers indicated that they read local daily newspapers, five or 20 per cent read no daily papers at all. Ten or 40 per cent read weekly papers, ten or 40 per cent did not read any weekly papers. Five or 20 per cent did not respond. Fourteen or 56 per cent indicated that they read magazines regularly, nine or 36 per cent did not read magazines regularly, two or 8 per cent did not respond.

TABLE 37

DISTRIBUTION OF THE NEWSPAPERS READ BY THE MOTHERS OF
THE CHILDREN IN THE HEAD START PROGRAM, WESLEY
AVENUE SCHOOL, ATLANTA, GEORGIA, 1965

Papers read	Number Responses	Per Cent
Atlanta Constitution	19	29.00
Atlanta Daily World	19	29.00

TABLE 37—Continued

Papers read	Number	
	Responses	Per Cent
Atlanta Journal	11	17.00
Inquirer	13	20.00
Pittsburg Courier	3	5.00
Total	65	100.00

Newspapers read by the mothers.--The data on the newspapers read by the mothers of the children in the Head Start Program, of the Wesley Avenue School, are presented in Table 37.

The responses of the mothers indicated that 46 per cent of the papers read were two local daily white newspapers; 29 per cent of the papers read were a local, daily Negro newspaper; 20 per cent of those read were a local, weekly Negro newspaper; and 5 per cent of those read were a weekly Negro paper.

TABLE 38

DISTRIBUTION OF THE MAGAZINES READ BY THE MOTHERS OF THE
CHILDREN IN THE HEAD START PROGRAM, WESLEY AVENUE
SCHOOL, ATLANTA, GEORGIA, 1965

Magazines read	Number	
	Responses	Per Cent
Better Homes and Gardens	1	1.23
Crisis	2	2.46
Ebony	11	13.53
Good Housekeeping	1	1.23
Jet	15	18.45
Ladies Home Journal	9	11.07
Life	11	13.53
Look	13	15.99
Saturday Evening Post	8	9.84
Time	4	4.92
True Romance	6	7.38
Total	81	100.00

Magazines read by the mothers.--The data on the magazines read by the mothers of the children in the Head Start Program are shown in Table 38.

Sixty-five per cent of the responses showed that the mothers read weekly magazines, and 35 per cent showed that they read monthly magazines. The magazines, Negro and white, with the highest responses were those with colorful pictures and popular advertisements. The exceptions are: Better Homes and Gardens, Good Housekeeping, and True Romance.

TABLE 39

DISTRIBUTION OF THE FAVORITE RADIO STATIONS AND THEIR
FAVORITE TYPE PROGRAM AS INDICATED BY THE MOTHERS
OF THE CHILDREN IN THE HEAD START PROGRAM,
WESLEY AVENUE SCHOOL, ATLANTA, GEORGIA,
1965

Stations	Types of Programs (According to Atlanta Constitution Radio Section	Number Responses	Per Cent
			(1.92)
WPLO - FM	Popular music	1	2.00
WIGO	Rhythm and blues	8	15.00
WQXI	(Top 40) Popular music	4	8.00
WBIE	Art Linkletter's House Party	2	4.00
WERD	Rhythm, blues, jazz	10	19.00
WIIN	Popular music	1	2.00
WAOK	Rhythm, blues, Around the Town	15	28.00
WSB	Popular music, baseball, news	6	12.00
WGUN	Gospel music	2	4.00
Not any		3	6.00
Total		52	100.00

Favorite radio stations and favorite type program.--Table 39 presents the data on the favorite radio stations and the favorite type program as indicated by the mothers of the children in the

Head Start Program.

The mothers named nine radio stations as their favorites. Over 80 per cent of the responses revealed music as the subjects' favorite type radio program. Most of their musical tastes were jazz, blues, and rhythm. A few liked gospel music, and popular music, fewer mothers listened to the news or educational programs. Two or 4 per cent liked "Art Linkletter's House Party." Three or 6 per cent did not have a favorite radio station or program.

The data further reveal that instead of the radio serving as a medium for enrichment and cultural advancement for these mothers whose slum environment is incredibly lacking in any stimulation of mind or spirit, it was used only for superficial enjoyment. Less than one-fourth of the subjects listened to the news. None listened to concerts, opera, or other programs which might up-grade them educationally.

TABLE 40

DISTRIBUTION OF THE FAVORITE TELEVISION PROGRAMS
HEARD BY THE MOTHERS OF THE CHILDREN IN THE
HEAD START PROGRAM, WESLEY AVENUE SCHOOL,
ATLANTA, GEORGIA, 1965

	Number Responses	Per Cent (1.51)
<u>Children's shows</u>		
Popeye Club	1	
Lassie	1	
Total	2	3.02
<u>Soap Operas</u>		
General Hospital	1	
Guiding Light	1	
Love of Life	5	

TABLE 40--Continued

	Number Responses	Per Cent
As the World Turns	6	
Search for Tomorrow	1	
Secret Storm	6	
Ben Casey	2	
Edge of Night	4	
A Time for Us	1	
Total	27	40.72
<u>Mysteries</u>		
Man From UNCLE	2	
I Spy	2	
The Baron	1	
Total	5	7.55
<u>Movies</u>		
T.V. Movies	2	
Sunday Night Movies	1	
Western Movies	1	
Total	4	6.04
<u>Variety shows</u>		
Dean Martin	1	
Art Linkletter's House Party	4	
Ed Sullivan Show	3	
What's My Line	1	
Today Show	1	
Today in Georgia	1	
Total	11	16.61
<u>Other shows</u>		
T.V. Gospel Time	1	
Dr. Kildare	1	
The Long Hot Summer	2	
Peyton Place	7	
Merv Griffin	1	
Ball game	1	
News	1	
Total	14	21.14
None	1	1.51
Total	1	1.51
No response	2	
Total	2	3.02
Grand Total	66	100.00

Favorite television programs heard by the mothers.--Table 40 presents the data on the favorite television programs heard by the mothers of the children in the Head Start Program.

The data are shown under eight sub-headings, namely: Children's shows, Soap operas, Mysteries, Movies, Variety Shows, Other shows, None, and No response.

Of the 66 responses, twenty-seven or 40.72 per cent of the favorite shows were soap operas. Fourteen or 21.14 per cent were other shows such as; "Peyton Place," "T.V. Gospel Time," and ball games. Eleven or 16.61 per cent were variety shows such as; "Art Linkletter's House Party," "Ed Sullivan Show," and "Today in Georgia." Five or 7.55 per cent were mysteries, four or 6.04 per cent were various types of movies shown on television. Two or 3.02 per cent were children's shows such as; "The Popeye Show" and "Lassie." There were two or 3.02 per cent "no response," and one or 1.51 per cent "none."

The largest percentage of responses showed that the mothers' favored soap operas, all of which are shown during the afternoon. The mothers stated that, and the data support the fact that they had more time to look at television during the day when their husbands were at work and their children were at school. According to the time schedule in the daily newspapers, few of the programs heard by the mothers come on between the hours of 5:00 P.M. to 9:00 P.M. It would appear that this is the time the mothers serve dinner and put their children to bed. The data indicate that they resumed their viewing of television later in the evening.

TABLE 41

DISTRIBUTION OF VOTING PRACTICES OF THE PARENTS OF
THE CHILDREN IN THE HEAD START PROGRAM, WESLEY
AVENUE SCHOOL, ATLANTA, GEORGIA, 1965

	Mothers		Fathers	
	Number	Per Cent	Number	Per Cent
Votes	22	88.00	14	56.00
Does not vote	2	8.00	7	28.00
No response	1	4.00	4	16.00
Total	25	100.00	25	100.00

Voting practices of the parents.--The data representing the voting practices of the mothers and fathers are shown in Table 41.

Twenty-two or 88 per cent of the mothers vote, two or 8 per cent do not vote. Fourteen or 56 per cent of the fathers vote and 7 or 28 per cent do not vote. One or 4 per cent of the mothers and four or 16 per cent of the fathers gave no response.

The data reveal that more mothers than fathers vote. From interviews with the mothers, it did not appear that the fathers' work schedule prevented them from voting. Under motivation rather than time appeared to be a factor.

TABLE 42

DISTRIBUTION OF RESPONSES TO QUESTION ABOUT LIKE FOR
TRAVEL AS OBTAINED FROM THE MOTHERS OF THE CHILDREN
IN THE HEAD START PROGRAM, WESLEY AVENUE SCHOOL,
ATLANTA, GEORGIA, 1965

	Number	Per Cent
Likes to travel	23	92.00
Does not like to travel	2	8.00
Total	25	100.00

Like for travel.--Table 42 presents the data on the responses to question about like for travel as obtained from the mothers of the children in the Head Start Program.

Twenty-three or 92 per cent of the mothers indicated that they liked to travel and two or 8 per cent said that they did not like to travel.

TABLE 43

DISTRIBUTION OF THE TYPES OF TRANSPORTATION USED IN
THE TRAVELS OF THE FAMILIES OF THE CHILDREN IN THE
HEAD START PROGRAM, WESLEY AVENUE SCHOOL,
ATLANTA, GEORGIA, 1965

Type of Transportation Generally Used	Number	Per Cent
Car	15	60.00
Train	8	32.00
Airplane	0	.00
Bus	2	8.00
Total	25	100.00

Types of transportation used in the travels of the families.--

Table 43 presents the data on the types of transportation used in the travels of the families of the children in the Head Start Program.

Fifteen or 60 per cent of the families travel by car, eight or 32 per cent travel by train, two or 8 per cent travel by bus, none of the families travel by airplane.

TABLE 44

DISTRIBUTION OF THE TRAVEL GROUPINGS USED BY FAMILIES
OF THE CHILDREN IN THE HEAD START PROGRAM, WESLEY
AVENUE SCHOOL, ATLANTA, GEORGIA, 1965

Generally Travels	Number	Per Cent
As a family	17	68.00
With husband	2	8.00
With children only	3	12.00
Alone	2	8.00
No response	1	4.00
Total	25	100.00

Travel groupings used by families of the children.--Table 44 presents the data on the travel groupings used by the families of the children in the Head Start Program, Wesley Avenue School, Atlanta, Georgia, 1965.

Seventeen or 68 per cent of the families travel together with all members of the family, two or 8 per cent traveled alone with their husbands, three or 12 per cent of the mothers traveled with their children only, two or 8 per cent traveled alone. One or 4 per cent did not respond.

Interviews with the mothers revealed that when they referred to travel it meant any trips taken no matter how short the distance. To some of the mothers it meant going to town or to the grocery store. To others it meant going back to the small towns in Georgia, from which they had come, to visit relatives. Data in Table 45 show that few of the mothers have traveled outside of Georgia. Many of the mothers considered a car a necessity because it enabled their

husbands to get to their jobs and it provided one form of recreation for the family.

TABLE 45

DISTRIBUTION OF STATES VISITED BY THE MOTHERS OF THE
CHILDREN IN THE HEAD START PROGRAM, WESLEY AVENUE
SCHOOL, ATLANTA, GEORGIA, 1965

Name	Number of visits	Per Cent
Alabama	3	6.00
California	2	4.00
Canada	1	2.00
Florida	6	12.00
Illinois	2	4.00
Kentucky	2	4.00
Louisiana	1	2.00
Michigan	2	4.00
New Jersey	1	2.00
New York	8	16.00
North Carolina	1	2.00
Ohio	4	8.00
Pennsylvania	1	2.00
South Carolina	1	2.00
Tennessee	4	8.00
Virginia	2	4.00
West Virginia	1	2.00
Washington D. C.	2	4.00
Never out of Georgia	6	12.00
Total	50	100.00

States visited by the mothers.--Table 45 presents the data on the states visited by the mothers of the children in the Head Start Program, Wesley Avenue School, Atlanta, Georgia.

The data show that six or 12 per cent of the mothers had not been out of Georgia. Of the nineteen who had traveled out of the

state, most of them had confined their travels to the south. Only a few of them had traveled in the north, east, midwest, far-west, and Canada. The nineteen mothers had been in one or more of sixteen states in this country, Washington, D. C., and Canada.

TABLE 46

DISTRIBUTION OF ATTITUDES TOWARD SCHOOL POLICIES AND
PROCEDURES AS INDICATED BY THE MOTHERS OF THE
CHILDREN IN THE HEAD START PROGRAM, WESLEY
AVENUE SCHOOL, ATLANTA, GEORGIA, 1965

	Number	Per Cent
Would return to school if she had the opportunity		
Yes	21	84.00
No	2	8.00
Undecided	0	.00
Partially	0	.00
No response	2	8.00
Total	25	100.00
Wants child to finish school		
Yes	25	100.00
No	0	.00
Total	25	100.00
Child has quiet place to study		
Yes	21	84.00
No	4	16.00
Total	25	100.00
Satisfied with education child is getting		
Yes	20	80.00
No	4	16.00
No response	1	4.00
Total	25	100.00
Believes that child can get a better education in a predominately white school		
Yes	9	36.00
No	5	20.00
Undecided	11	44.00
Total	25	100.00

TABLE 46--Continued

	Number	Per Cent
Thinks child's teacher did a good job of teaching him		
Yes	24	96.00
No	1	4.00
Total	25	100.00
School should be fully responsible for teaching manners		
Undecided	8	32.00
Partially	17	68.00
Total	25	100.00
Reading the Bible and prayer should be taught in school		
Yes	23	92.00
Undecided	1	4.00
Partially	1	4.00
Total	25	100.00
Sex education should be taught in school		
Yes	10	40.00
Undecided	1	4.00
Partially taught in the school and home	14	56.00
Total	25	100.00
School should observe religious holidays		
Yes	23	92.00
No	1	4.00
No response	1	4.00
Total	25	100.00

Attitudes toward school policies and procedures.--Table 46

presents data on the attitudes toward school policies and procedures as indicated by the mothers of the children of the Head Start Program, Wesley Avenue School, Atlanta, Georgia, 1965.

The data reveal that twenty-one or 84 per cent of the mothers would return to school if they had the opportunity, two or 8 per cent would not return to school, two or 8 per cent did not respond.

All of the mothers wanted their children to finish school. Twenty-one or 84 per cent provided a quiet place for their child to study, four or 16 per cent did not have a quiet place. Interviews with the mothers indicated that inadequate space in the home made it impossible to provide a quiet place for study.

Twenty or 80 per cent of the mothers were satisfied with the education their child was getting, four or 16 per cent were not satisfied, one subject did not respond.

Nine or 36 per cent of the mothers thought that their child could get a better education in a predominately white school, five or 20 per cent did not feel that a predominately white school would provide their child with a better education, eleven or 44 per cent of the mothers were undecided. Several of the mothers inferred, during the interview, that a predominately white school would have better facilities for teaching thus, enabling their child to be better educated. However, the majority of the mother had no explanation at all.

Twenty-four or 96 per cent of the subjects thought that their child's teacher had done a good job of teaching him, one or 4 per cent thought that they had not.

Seventeen or 68 per cent of the mothers thought that the school should be partially responsible for teaching her child good manners, eight or 32 per cent were undecided. Twenty-three or 92 per cent felt that Bible reading and prayer should be taught in the school, one or 4 per cent each were undecided or felt that they should

be partially taught in school. Ten or 40 per cent thought that sex education should be taught in school, one or 4 per cent were undecided, and fourteen or 56 per cent felt that sex education should be partially taught at home and at school.

Twenty-three of the mothers felt that the school should observe religious holidays, one or 4 per cent each felt that the school should not observe them, one subject did not respond.

TABLE 47

DISTRIBUTION OF THE EXTENT TO WHICH THE MOTHERS
KNOW THEIR CHILDREN'S TEACHER(S) IN THE HEAD
START PROGRAM AT WESLEY AVENUE SCHOOL,
ATLANTA, GEORGIA, 1965

Knows Teacher	Number	Per Cent
Very well	11	44.00
To a moderate degree	13	52.00
Not at all	1	4.00
Total	25	100.00

Teachers known to mothers.--Table 47 presents the data on the extent to which the mothers know their children's teacher(s) in the Head Start Program. Eleven or 44 per cent of the mothers knew their child's teacher very well, thirteen or 52 per cent knew the teachers to a moderate degree, and one or 4 per cent did not know them at all.

Extent to which the teachers were friendly.--Table 48 presents the data on the extent to which the teachers were friendly as expressed by the mothers of the children in the Head Start Program.

TABLE 48

DISTRIBUTION OF THE EXTENT TO WHICH THE TEACHERS WERE
FRIENDLY AS EXPRESSED BY THE MOTHERS OF THE CHILDREN
IN THE HEAD START PROGRAM, WESLEY AVENUE SCHOOL,
ATLANTA, GEORGIA, 1965

Teachers are friendly	Number	Per Cent
Very friendly	21	84.00
Reasonably friendly	4	16.00
Not friendly	0	.00
Total	25	100.00

Twenty-one or 84 per cent of the mothers found the teachers were very friendly, four or 16 per cent of them found the teachers reasonably friendly. It is of interest to note that only 44 per cent of the mothers know their child's teacher, except routinely, that 84 per cent of these same mothers believe and/or know the teachers to be friendly. Such a halo of favorable impression speaks well for the person-to-person and group relationships stemming from school-community contacts.

Areas in which teachers are better able to help children.--The data in Table 49 show the areas in which the mothers of the children in the Head Start Program felt that the teachers are better able to assist in rearing their children.

The data revealed that forty-nine or 34 per cent of the mothers believed that teachers were better able to assist in rearing their children in the areas of counseling and giving advice, and assisting with home-work. Eleven or 15 per cent of the mothers thought that teachers were better able to assist in offering encouragement, nine or 13 per cent of them thought that the teachers could

TABLE 49

DISTRIBUTION OF AREAS IN WHICH TEACHERS ARE BETTER
ABLE TO ASSIST IN REARING CHILDREN AS REPORTED BY
THE MOTHERS OF THE CHILDREN IN THE HEAD START
PROGRAM, WESLEY AVENUE SCHOOL,
ATLANTA, GEORGIA, 1965

Area of teacher competence in rearing children	Number	Per Cent
a-Counseling and giving advice	18	26.00
b-Offering encouragement	11	15.00
c-Assisting with home-work	16	23.00
d-Teaching the social graces	9	13.00
e-Building moral and religious values	7	10.00
f-Disciplining	9	13.00
Total	70	100.00

better assist in teaching the social graces, and nine or 13 per cent of the mothers thought that the teachers could better assist in disciplining their child.

According to the responses of the twenty-five mothers, it would appear that they felt that the major responsibility of the family were in the following areas: teaching the social graces, building moral and religious values, and disciplining.

Extent to which the Head Start Program helped children.--Table 50 presents the data showing the extent to which the mothers thought that the Head Start Program helped their children.

Sixteen or 64 per cent of the mothers thought that their children benefited a great deal from the program, eight or 32 per cent of them felt that their children received some help, and one or 4 per cent of the mothers did not respond to this item.

TABLE 50

DISTRIBUTION OF THE EXTENT TO WHICH THE HEAD START
PROGRAM HELPED CHILDREN AS INDICATED BY THE
MOTHERS OF THE CHILDREN OF THE HEAD START
PROGRAM, WESLEY AVENUE SCHOOL,
ATLANTA, GEORGIA, 1965

Head Start Program Helped Child	Number	Per Cent
A great deal	16	64.00
Some	8	32.00
A little	0	.00
Not at all	0	.00
No response	1	4.00
Total	25	100.00

It is significant to note that 96 per cent or all of the mothers who responded felt that their children were helped by the Head Start Program. Of these, 64 per cent thought that their children were greatly benefited by the program.

Interviews with the mothers revealed that some of them worked as volunteers in the program; therefore, they were knowledgeable about the program and they were in a position to arrive at decisions about it. Few of the parents admitted that they did not know much about the program. However, more than 90 per cent of the mothers thought that the program was very good and they were satisfied with the way it was administered.

Mothers attitude towards racial inferiority.--Table 51 shows the attitudes toward racial inferiority as expressed by the mothers of the children in the Head Start Program.

TABLE 51

DISTRIBUTION OF ATTITUDES TOWARD RACIAL INFERIORITY AS
EXPRESSED BY THE MOTHERS OF THE CHILDREN IN THE HEAD
START PROGRAM, WESLEY AVENUE SCHOOL,
ATLANTA, GEORGIA, 1965

	Number	Per Cent
Believes that Negroes are inferior to whites		
Yes	3	12.00
No	9	36.00
Undecided	12	48.00
No response	1	4.00
Total	25	100.00

The data appear to indicate that three or 12 per cent of the mothers believed that Negroes are inferior to whites, twelve or 48 per cent of the mothers were undecided about this question, one or 4 per cent did not respond, nine or 36 per cent indicated that they did not believe that Negroes were inferior to whites.

Considering the relationship between nature and nurture, it seems correct to assume that these parents who have been nurtured by a slum environment have not only a weak sense of self, but they have a weak sense of race. Rogin concurs in this premise or theory when he said that "man..., becomes a human being and personality, for good or ill, according to the way he is reared, culturized, and socialized, and what image of self he gains from his relations with others."¹ The data showed that at least fifteen or 60 per cent of the mothers were not sure whether they were inferior to the white man.

¹Laurence Rogin, "Education: A Way Out of Poverty," The American Federationist (Washington: March, 1964), p. 1.

TABLE 52

DISTRIBUTION OF THE EDUCATIONAL GOALS FOR THEIR
CHILDREN AS HELD BY THE MOTHERS OF THE CHILDREN
IN THE HEAD START PROGRAM, WESLEY AVENUE SCHOOL,
ATLANTA, GEORGIA, 1965

Educational Goals	Mothers		Fathers	
	Number	Per Cent	Number	Per Cent
Wants child to be better educated than parents				
Yes	25	100.00	25	100.00
No	0	.00	0	.00
Total	25	100.00	25	100.00
Wants child to go to college				
Yes	25	100.00	25	100.00
No	0	.00	0	.00
Total	25	100.00	25	100.00

Educational goals for the children.--The data on the educational goals for their children as held by the mothers of the children in the Head Start Program, Wesley Avenue School, Atlanta, Georgia, 1965, are contained in Table 52.

The data revealed that the twenty-five mothers participating in the study and their spouses wanted their children to be better educated than either of them and all of the parents also wanted their children to go to college.

Apparently these parents see the need for their children to be better prepared academically than they are in order to have a richer life. Perhaps they wish their children to avoid perpetuating the poverty of parents that Eli Ginsberg says will surely happen unless measures are taken to provide poor families with further training and education. These data appear to refute Ginsberg's statement, with

reference to the twenty-five mothers, that "poor families have substantially lower aspiration for sending their children to college."¹

TABLE 53

DISTRIBUTION OF THE TYPES OF JOBS WANTED FOR HER
CHILD AS INDICATED BY THE MOTHERS OF CHILDREN
IN THE HEAD START PROGRAM, WESLEY AVENUE
SCHOOL, ATLANTA, GEORGIA, 1965

Type of Job	Number	Per Cent
Professional	17	68.00
Teacher	2	8.00
Nurse	1	4.00
Social Worker	1	4.00
Doctor	2	8.00
One for which best suited	1	4.00
Undecided	1	4.00
Total	25	100.00

Types of jobs mothers wanted for their children.--Table 53

presents the data on the types of jobs wanted for her child as indicated by the mothers of children in the Head Start Program, Wesley Avenue School, Atlanta, Georgia, 1965.

Twenty-three or 92 per cent of the mothers wanted their children to become professionals in their field of interest. More specifically, two or 8 per cent of these twenty-three mothers wanted their children to be teachers, one or 4 per cent each of the mothers wanted her child to be a nurse, and social worker, two or 8 per cent wanted

¹Eli Ginsberg, The Negro Potential (New York: Columbia University Press, 1956), p. 42.

their children to be doctors, one or 4 per cent of them wanted a professional position best suited for her child.

Although these goals are generally thought of as being unrealistic for children of poor families, the data appear to indicate that these mothers believe that their children can achieve upward mobility in our American way of life, if they are professionally trained. Of the twenty-five mothers participating in the study 96 per cent of them wanted their children to be trained as a professional worker.

TABLE 54

DISTRIBUTION OF THE MAJOR BENEFITS DERIVED FROM AN
EDUCATION AS INDICATED BY THE MOTHERS OF THE
CHILDREN IN THE HEAD START PROGRAM, WESLEY
AVENUE SCHOOL, ATLANTA, GEORGIA, 1965

Benefits	Number	
	Responses	Per Cent
<u>Chief</u>		
a-Better job	24	23.00
b-Choice of a better community	22	21.00
c-A better social group life	20	19.00
d-Better choice of mate for marriage	17	17.00
e-Better choice for participating in community activities	20	19.00
Total	103	100.00
<u>Benefits which the respondents felt were most important</u>		
a-	23	92.00
b-	2	8.00
c-	0	.00
d-	0	.00
e-		
Total	25	100.00

Mothers indication of major benefits from an education.--Table 54 shows the major benefits derived from an education as indicated by the mothers of the children in the Head Start Program.

The chief benefits to be derived from an education as indicated by the twenty-five mothers ranked as follows: twenty-four or 23 per cent indicated a better job, twenty-two or 21 per cent indicated a better community, twenty or 19 per cent indicated a better social group life, seventeen or 17 per cent indicated a better choice of mate for marriage, and twenty or 19 per cent indicated a better choice for participating in community activities. Of the twenty-five mothers, twenty-three or 92 per cent chose a better job as the most important benefit to be derived from an education and two or 8 per cent chose a better community as the most important benefit of the five listed.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

Part II - Selected Case-Studies' Data

Organization and treatment of data.--The case-studies which follow show a number of social, cultural, religious, and environmental factors that shaped and influenced the attitudes of the twenty-five typical subjects. These case-studies outline significant characteristics of the subjects and narrate in description the complete setting and accompanying forces which encroach upon the lives of the subjects investigated. These cases are typical of many of the mothers whose children participated in the 1965 Head Start Program in the school where this study took place. The overall evaluation of each case will be presented under the following order:

- I. The profile sheet
 - A. Home and family relations
 - B. Environmental factors
 - C. Economic status
 - D. Cultural factors
 - E. Attitudes toward life
 - F. Attitudes toward school
 - G. Interpretative summary of the case

PROFILE SHEET

Case 1, Mrs. A

Identification

- (a) Head Start Child--Boy: x Girl: Both:
- (b) Parents in the Home--Father: Mother: Both: x
- (c) Other Family Members--Grandparents: Aunt:
Uncle: Older siblings: Younger siblings: 1
Other:
- (d) Mother's Birthplace: Atlanta, Georgia Father's Birthplace: Greensboro, Ga.
- (e) Educational status of parents or guardian
Highest grade attended and/or completed in school
1. Father--1 2 3 4 5 6 7 8 9 10 11 (12) College, 1 2 3 4
2. Mother--1 2 3 4 5 6 7 8 9 10 11 12 College, 1 (2) 3 4

Mrs. A is a native Atlantan in her late twenties. She is physically attractive and neat. She was at ease during the interview and she showed adequate understanding of the questions we discussed. The conversation between Mrs. A and the writer was animated. Rapport was easily established.

Home and family relationships

Mrs. A lives with her husband and two children, one of whom, attended the Head Start Program. The family lives in a five-room apartment in a private housing development. The family has lived at the present address one year and a half. The home is about average (comfortably furnished, neat and clean), but overcrowded. She expressed a desire to own her own home.

Mrs. A states that Mr. A is a good husband because he is kind to her and their children, he does not drink, and he is a good provider. He accompanies her and the children on picnics, rides in the family car, and engages in other family projects.

Environmental factors

Although Mrs. A recognizes that the neighborhood is a bit "run down" and has inadequate recreational facilities, poor housing, inadequate public transportation and garbage disposal, she is reasonably satisfied with her living conditions. Mr. A does not have far to

travel to his job nor do their children have far to go to school. Rent is cheap and those neighbors with whom she is acquainted are friendly.

Economic status

Mr. A earns about \$450.00 a month as a mechanic and the driver of a tractor trailer. Mrs. A once worked as a sales-lady in a leading department store in Atlanta. Their finances are managed jointly with Mr. A assuming the dominant role because Mrs. A (as she describes herself) is a "spend thrift." She is given \$80.00 a week for household and personal expenses. Mr. A has their savings account in his name alone, however, this does not seem to create a problem.

Cultural factors

Mrs. A frequently attends the church to which she belongs. Apparently she is not "club minded" because she belongs to no clubs or organizations other than the P.T.A. and a religious club. Her reading is confined to the three local daily newspapers and five monthly magazines. Her favorite television programs are: "Peyton Place," "Dean Martin Show," and "Long Hot Summer." Her three favorite radio stations are those that feature rhythm, blues, and popular music. The family has a Hi-Fi set, television set, console radio, car, electrically operated refrigerator, and a telephone. Mr. and Mrs. A punish their children by depriving them of privileges and by occasionally spanking them. They also approve of their child's teacher spanking him. Although Mrs. A does not approve of pre-marital relationships, she feels that out-of-wedlock children have the same needs as other children and these needs should be met without embarrassment to the children or their mother.

Attitudes toward life

Mrs. A regrets that she did not finish college because an education would have afforded her a better life economically and socially. She also believes that it would have enabled her to have made a better choice of a mate for marriage. She believes that one should choose a mate in keeping with one's educational background. Both Mr. and Mrs. A are desirous of having their children finish college and own a home. Although Mrs. A has done a little traveling during her lifetime, she hopes that her children will travel more extensively than she has done.

Attitudes toward school

Mrs. A knows her child's teacher very well. The teachers are very friendly and she feels that they have done a good job in teaching her child. She does not believe that he could receive a better

education in a predominately white school for she feels that he is being adequately trained in his present school.

Mrs. A would like her child to finish college and become a professional in his chosen field; therefore, she believes in cooperating with the teachers and actively participating in the P.T.A. activities.

According to Mrs. A, her child was greatly helped by the Head Start Program. She was completely satisfied with the program. Her child benefited from the trips on which he was taken, he improved in his ability to adjust in his relationships with his peers, and he was made more aware of the social graces in our culture.

Mrs. A feels that the school should assume part of the responsibility of teaching children good manners and sex education. The Bible should be read in school and prayer should be taught as well as the observance of religious holidays. In fact, a teacher should assume the role of a parent during the time that a child is under her supervision. Mrs. A believes that her child would get the following benefits from an education: a better job, choice of a better community in which to live, a better social group life, better choice of mate for marriage, and a better choice for participating in community activities. Getting a better job is the most important benefit to her. She thinks that teachers are better able to assist in rearing her child in the following areas: counseling and giving advice, offering encouragement, assisting with home work, and disciplining.

Interpretative summary of the case

The writer believes that Mrs. A's exposure to college and employment has caused her to find her role as a housewife "humdrum" and boring, in spite of having indicated that she finds her job "fully satisfying."

If Mrs. A could return to school as she desires, the writer believes that the intellectual stimulation would increase her happiness, in one respect, but decrease the possibility of a happy marriage in her present relationship. A college degree, for her, would be a way out of her present predicament.

PROFILE SHEET

Case 2, Mrs. B

Identification

- (a) Head Start Child--Boy:_____ Girl: x Both:_____
- (b) Parents in the Home--Father:_____ Mother:_____ Both: x
- (c) Other Family Members--Grandparents:_____ Aunt:_____ Uncle:_____ Older siblings: 4 Younger siblings: 1 Other:_____
- (d) Mother's _____ Father's _____
Birthplace: Atlanta, Georgia Birthplace: Atlanta, Georgia
- (e) Educational status of parents or guardian
Highest grade attended and/or completed in school
1. Father--1 2 3 4 5 6 7 8 9 10 (11) 12 College, 1 2 3 4
2. Mother--1 2 3 4 5 6 7 8 9 10 11 (12) College, 1 2 3 4

Mr. and Mrs. B are native Atlantans. She is a slender woman of average height. Although she is over 35 years of age, she looks younger. She responded to the writer's questions with confidence. There was a certain urbaneness about her which belied her having grown up and lived most of her life in her present neighborhood.

Home and family relationships

The Bs live with their six children in a five-room house which they rent. Mr. B is the second husband of Mrs. B. She has one child, over seventeen, by her first husband.

Mr. B is a good husband and provider for his family. They travel together in their car for recreation. Mrs. B says that her role as a housewife is moderately satisfying. She is home most of the time. Having a large family to care for on limited funds makes it impossible for her to have much free time.

Environmental factors

Mr. and Mrs. B would like to own a home in a nicer neighborhood away from overcrowding, inadequate public facilities, and drunkenness. The one advantage, as she sees it, is living close to the school that her children attend. She knows few of her neighbors because she does not have time to visit nor does she desire to visit them.

Economic status

Mr. B is a self-employed plasterer. He uses their car in going to and from work. His estimated salary is \$115.00 a week. He enjoys his work because it is not confining. The family finances are managed jointly.

Cultural factors

The family belongs to church and the parents attend occasionally. However the children attend Sunday school frequently. Mrs. B is active with the P.T.A. and she belongs to a civic and a social club.

The B's children bathe daily during the summer and twice weekly during the winter. Mrs. B assists with their baths. Most of the time the children eat with adults. They are permitted to select their television shows and occasionally they select their movies. A quiet place is provided for the children to study. Bed time is 8:30 P.M. All of the children share in household chores. Mrs. B discusses personal problems with their children, but not the most elementary family problem, such as finances, because "They shouldn't be burdened with too many things at their age." Because they know that they are loved, there is no need for the children to fear their parents. The children are taught politeness as well as how to protect themselves physically. An aunt cares for them in the absence of Mrs. B.

Mrs. B reads extensively the local daily newspapers and the following magazines regularly: Life, Look, Ebony, and Jet. Her favorite television shows are: "Peyton Place," "Art Linkletter's House Party," and T.V. Movies. She listens only to the "Gospel Hour" on radio station WERD.

Both Mr. and Mrs. B vote. She believes that sexual relations should be reserved for marriage, but since some people find it hard to conform to this moral code, allowances should be made for them providing they are not promiscuous.

The family does not have any musical instruments. They do have a television set, Hi-Fi set, console radio, gas refrigerator, car, and telephone.

Attitudes toward life

Mrs. B is sorry that she married before completing her college education. She wants their children to have a better education than either parent. She is desirous of having them pursue a college education in their chosen field of interest. Mrs. B has only traveled to Detroit and New York City, but these trips pointed out certain advantages derived from traveling; therefore, she encourages her children to travel extensively before they get married.

Attitudes toward school

Mrs. B knows her child's teacher very well. The teacher is doing a good job teaching her child. All of the teachers in the school whom she knows are friendly. Although Mrs. B said that she is satisfied with the education her child is getting, she believes that her daughter would get a better education in a predominately white school because of inequities in opportunities and facilities in Negro schools. She does not believe that whites are inherently superior to Negroes.

Mrs. B believes that the family is chiefly responsible for training the child to be a good citizen, but she feels that the school should share in teaching good manners, sex education, the Bible, prayers, and in the observance of the religious holidays. She approves of teachers spanking her child when they deem it necessary.

The Head Start Program was adequate in meeting her child's needs. The program benefited the child in the following ways: the trips taken afforded her the opportunity to go places where Mrs. B was unable to take her, she learned to adjust to adults and children outside of her immediate family, it enabled her to be more self sufficient. Mrs. B believes that an education would enable her child to get the following benefits: a better job, choice of a better community in which to live, a better social group life, better choice of mate for marriage, and a better choice for participating in community activities. Of these, getting a better job is the most important benefit to her. She thinks that teachers are better able to assist in rearing her child in the following areas: counseling and giving advice, offering encouragement, assisting with home work, teaching the social graces, and building moral and religious values.

Mrs. B approves of having an education so strongly that she would want legal action taken, as a last resort, to force her child to return to school if she were a drop-out.

Interpretative summary of the case

Mrs. B wanted to be a teacher when she was in school, but she was deterred because of inadequate finances. She enjoyed the time that she lived in a metropolitan city in the North and she regrets that she did not stay there and go to college. In the years since she left school she has been able to see that an education would have afforded her an opportunity for upward mobility in the choice of a job and a mate. If she had finished college she is sure that a man with Mr. B's attributes would not meet status requirements that she would set for herself. The writer believes that Mrs. B's desire to have her children get an education is so intense that she will use extreme measures, if she is convinced they will prevent her children from following in her footsteps.

PROFILE SHEET

Case 3, Mrs. C

Identification

- (a) Head Start Child--Boy:_____ Girl: x Both:_____
- (b) Parents in the Home--Father:_____ Mother:_____ Both: x
- (c) Other Family Members--Grandparents:_____ Aunt:_____ Uncle:_____ Older siblings: 3 Younger siblings: 1 Other:_____
- (d) Mother's _____ Father's _____
Birthplace: Atlanta, Georgia Birthplace: Atlanta, Georgia
- (e) Educational status of parents or guardian
Highest grade attended and/or completed in school
1. Father--1 2 3 4 5 6 7 8 9 10 11 (12) College, 1 2 3 4
2. Mother--1 2 3 4 5 6 7 8 9 10 11 (12) College, 1 2 3 4

Both Mr. and Mrs. C were born in Atlanta. Mrs. C was a neatly dressed, attractive woman over thirty-five years old. She answered questions without the need for further interpretation. The writer had to talk above the noise of the television which was on throughout the interview.

Home and family relationships

The Cs and their 4 children live in a five-bedroom house which they rent. The furniture was in need of repair. The physical appearance of the house seemed to reflect Mrs. C's unhappiness with house-keeping. The children's grandmother cares for them in the absence of their parents. The youngsters share in some of the responsibilities of the home. They are a closely-knit family; therefore, they usually include moral and religious teachings in their daily conversations. The family spends as much leisure time together as possible. Mr. C takes the children to church when his wife is unable to go. He and their sons take in a ball game when they have the money. Mrs. C enjoys traveling. She goes by train alone. Her trips have included Detroit and New York City.

Environmental factors

The family was attracted to the neighborhood because they were able to find a one-family house with rent that they could afford. They would like to own a house in a more desirable community, away from "bootlegging" and drabness. They are surrounded by low-rent

housing projects and delapidated houses. It is advantageous for them to live near the school. Mr. and Mrs. C know few of their neighbors.

Economic status

Mr. C likes his work as foreman in a food and candy store. His take home pay is \$90.00 a week. In spite of limited income, the family possesses a number of modern appliances. The family finances are managed by Mr. C because it is more convenient for him to pay the bills. They do not have a savings account.

Cultural factors

Mr. and Mrs. C frequent church and Mr. C regularly accompanies their youngsters to Sunday school. They do not belong to any clubs or lodges, but they do attend P.T.A. meetings often. There are no musical instruments in the home. They have a television set, Hi-Fi set, a console radio, gas refrigerator, telephone, and car. Mrs. C enjoys listening to "Around Town" on station WAOK. Her favorite television programs are: "Peyton Place," "Search for Tomorrow," and "Times for Us." She usually reads four daily newspapers, one weekly, and six monthly magazines. Both husband and wife vote. Mr. and Mrs. C approve of spanking their children at home and at school when necessary. They use spanking as their chief disciplinary method. Mrs. C states that in spite of this their youngsters do not fear them because they are affectionate to the children. The children are permitted to choose their television shows and the movies they wish to see. Most of the time all members of the family eat together. Mrs. C helps the children with their daily baths, after which they are off to bed by 9:30 P.M. A doctor is called in when there is illness in the home. Their children are taught to be polite, but they are also taught to defend themselves.

Attitudes toward life

The C's want their children to go to college because they are aware of the disadvantages from having so limited an education as theirs. Mrs. C would return to school to become a teacher, if she could afford it. She regrets that she quit school to get married. She is so determined that her children won't become drop-outs that she would take legal steps to prevent it.

Attitudes toward school

Mrs. C believes that the home and school should work as a team in training the child for good citizenship. They should share in the teaching of prayer, Bible reading, good manners, sex education, and in the observance of religious holidays.

She is not satisfied with the education that her child is getting. It is her belief that her children could get a better education in a predominately white school and she is undecided whether or not Negroes are inferior to whites. In spite of the negative attitudes expressed by Mrs. C, she says that the teachers in the school where her child attends are very friendly and she thinks that they are doing a good job of teaching her child. The writer was unable to determine from her interview with Mrs. C whether her negativism was directed toward criticizing the school per se, or whether she was criticizing unequal facilities and limited opportunities in Negro schools. I rather think it was the latter.

Mrs. C stated that her child benefited a great deal from the Head Start Program with which she was thoroughly satisfied. She spoke in glowing terms about trips taken; poems and nursery rhymes learned; and her child's exposure to good manners, and other children of her age. It is her belief that an education would enable her child to get the following benefits: a better job, choice of a better community in which to live, a better social group life, better choice of mate for marriage, and a better choice for participating in community activities. She sees getting a better job as the most important benefit. She thinks that teachers are better able to assist in rearing her child in the following areas: counseling and giving advice, and assisting with home work.

Interpretative summary of the case

Mrs. C's experience has taught her that an education opens the way for upward mobility. She is living in a state of confusion and regret about her own life and she sees no way out for herself, but hopes that her children will have a better life than she has. She appears to have a low image of herself and all Negroes.

PROFILE SHEET

Case 4, Mrs. D

Identification

- (a) Head Start Child--Boy: x Girl: Both:
- (b) Parents in the Home--Father: Mother: Both: x
- (c) Other Family Members--Grandparents: Aunt: Uncle:
Older siblings: 4 Younger siblings: 4 Other:
- (d) Mother's Birthplace: Atlanta, Georgia Father's Birthplace: Dawson, Georgia
- (e) Educational status of parents or guardian
Highest grade attended and/or completed in school
1. Father--1 2 3 4 5 6 (7) 8 9 10 11 12 College, 1 2 3 4
2. Mother--1 2 3 4 5 6 7 8 9 (10) 11 12 College, 1 2 3 4

Mr. and Mrs. D are native Georgians. She has lived in Atlanta all of her life. Mrs. D frequently asked the writer to explain the meaning of a question before she answered it. She was shy and uncertain of herself.

Home and family relations

The Ds live with their eight children, a maternal grandmother, and a great-grandmother in a seven-room house which they are renting. Mrs. D would like to own her home. The household furnishings were old, but not broken or battered. Although the rooms needed painting, the home had a comfortable, organized appearance.

Mrs. D said that her husband provides for the family the best that he can and is not abusive to her or their children. Mrs. D said that she does not withhold information about every-day problems of living from her children, however, she tells them only as much as they are able to understand.

The D children eat at the table with adults most of the time. They have a quiet place to study and they are in bed at 9:00 P.M. The children's grandmother cares for them in the absence of their parents. Mrs. D said that she used to enjoy going to the movies and dances, but she no longer has the time nor does she desire to do these things as often as before she married. When she travels she generally goes alone on the bus.

Environmental factors

Mrs. D is familiar with the deplorable living conditions in her community such as: inadequate public facilities, unpaved streets, and houses badly in need of repairs, but this is the area in which she has always lived and she likes the neighborhood. Many of her friends are here and her neighbors are friendly.

Mrs. D believes that an education would enable her child to get a better job. She sees this as the only significant benefit derived from an education. She thinks that teachers are better able to assist in rearing her child in the area of giving assistance with home work assignments.

Economic status

Mr. D earns \$65.00 a week as a seamless floor mechanic. He likes his work. Mr. D's mother works as a maid and pays them \$27.00 a month for room and board. His grandmother pays them \$20.00 a month from her Old Age allotment. Mrs. D says that she manages the finances because she is a better manager than her husband. They have no savings.

Cultural factors

Mrs. D has never been out of the State of Georgia. The family attends church frequently and the children go to Sunday School regularly. Mrs. D belongs to a religious club and she goes to monthly P.T.A. meetings. After her home, her church life is most important. She is intolerant of drinking and does not condone pre-marital sex relations. The children are not fearful of their parents even though they are occasionally spanked or deprived of privileges. There are frequent demonstrations of love toward them. Mr. and Mrs. D permit the teachers to spank their youngsters. Their children are taught politeness as well as how to protect themselves physically. A doctor is called when a member of the family is ill. Mrs. D assists the children with their daily baths.

Although they have no musical instruments in the home, they do have a Hi-Fi set, television set, radio, electric refrigerator, a car, but no telephone. The children are permitted to choose the movies or television shows they wish to see. Mrs. D only listens to religious music on stations WERD, WSB, and WQXI. Her favorite television shows are: "Man from UNCLE," "Love of Life," and "F.B.I."

Neither of the Ds vote nor do they subscribe to any newspapers or magazines. On occasion Mrs. D will read something from the Reader's Digest.

Mrs. D believes that Negroes are inferior to whites.

Attitudes toward life

Mrs. D desires that her child would go to college and become a doctor although her own aspiration was to become a beautician. Rather than have her child become a drop-out, Mrs. D would take legal steps to keep him in school. She feels that getting a better job is the only benefit derived from an education. As she sees it, teachers are better able to assist in rearing her child in the area of assisting him with home work. Mrs. D finds her role as a housewife fully satisfying.

Attitudes toward school

Mrs. D believes that she would return to school if time and money permitted.

In spite of saying that her child's teacher has done a good job of teaching him, that the teachers in the school are friendly, and that she is satisfied with the education he is getting; she believes that he could get a better education in a predominately white school. She also believes that Negroes are inferior to whites. Further, she believes that schools should be partially responsible for teaching children good manners, the Bible, prayer, and sex education.

Mrs. D felt that the Head Start Program in which her child participated was a good one for these reasons: he is no longer fearful when he is away from home with other children, he eats better, he enjoyed the trips on which they were taken, and he was kept off the streets.

Interpretative summary of the case

The writer believes that Mrs. D's views on education, religion, and life in general, reflect her impoverished social, economic, and educational background. Her answers to questions comparing Negroes and whites, and her attitudes toward life, reveal ignorance and naivete inherent in the ghetto of the segregated society in which she has spent her life.

Mrs. D has done nothing to raise her level of understanding on simple issues of the day. She knows nothing about politics or educational advancements. She is not desirous of living in a better neighborhood because she has not been exposed to a better one.

Case 5, Mrs. E

(a) Head Start Child--Boy: x Girl: _____ Both: _____

(b) Parents in the Home--Father: _____ Mother: _____ Both: x

(c) Other Family Members--Grandparents: _____ Aunt: _____ Uncle: _____
Older siblings: 2 Younger siblings: _____ Other: _____

(d) Mother's Birthplace: Lamar County, Georgia Father's Birthplace: Decatur, Ga.

(e) Educational status of parents or guardian
Highest grade attended and/or completed in school
1. Father--1 2 3 4 5 6 7 8 9 10 11 (12) College, 1 2 3 4
2. Mother--1 2 3 4 5 6 7 8 9 10 (11) 12 College, 1 2 3 4

Family and Home Relationships

Mrs. E enjoys traveling. She has gone by train to New Jersey, New York, and Florida. The family goes on short trips in the family car. When both parents are out of the home their 11 year old son cares for his younger siblings.

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Environmental factors

Four years ago the family moved to their present address because Mr. E lived in that neighborhood prior to his marriage to Mrs. E. Regardless of all the inadequacies posed by the community, Mrs. E likes living there and she would not want to live elsewhere. They are within walking distance to all of the people and places important to her, i.e., church, school, neighbors, and grocer. It is not necessary for her to use a bus when the car is not available.

Economic status

Mr. E is a self-employed plasterer who specializes in constructing swimming pools. He works for various contractors in five states. Although his work is seasonal, he earns enough money during the summer for the family to live fairly comfortably throughout the year. Mr. E earns about \$2,000.00 per month in summer. He enjoys his work. The E's jointly manage their finances. They have no savings account.

Cultural factors

Mrs. E finds fulfillment in working with the P.T.A., a religious club to which she belongs, and her lodge. The children go frequently to Sunday School and their parents attend church, with regularity. Both Mr. and Mrs. E vote.

There are no musical instruments in the home, but there are such modern furnishings and conveniences as: an electric refrigerator, console radio, Hi-Fi set, television set, a car, and telephone. Mrs. E listens to popular music and the news on WAOK. "The Edge of Night," "General Hospital," and "The Secret Storm" are her favorite television programs. She reads two local daily newspapers, five monthly magazines, not including True Romance.

Most of the punishment is meted out by Mrs. E because she is home with the children. She spansks them and deprives them of privileges; however, her husband usually punishes the children by making them sit. The parents are not opposed to teachers spanking their youngsters when necessary.

Such things as eating together as a family, daily baths, observing 8:30 P.M. bed time, selecting their television shows and movies are customary routines for the children in this family. A doctor is called when there is illness. Politeness as well as instruction in self-protection are stressed. Mrs. E states that love and understanding exist between the members of the family.

Attitudes toward life

Mrs. E completed the 11th grade and received a diploma equivalent to those given in most high schools upon the completion of 12th grade. She wanted to be a nurse, but out of necessity she had to go to work. If the opportunity presented itself she would return to school. Except for not having completed college, Mrs. E believes that she has accomplished her goals in life. She does not believe that a difference in the educational background of her husband and herself would have created a problem between them.

She does not believe that out-of-wedlock children should bear the brunt of their parents' mistakes. She did not approve of pre-marital relations for herself, but she believes that some people are endowed with qualities that make them unable to use restraint in sexual matters; therefore, such persons should not be restricted in meeting their needs.

According to Mrs. E, if her daughter became a school drop-out, she would want to see her get married; but she would use legal action to keep her sons in school if they quit.

Attitudes toward school

Mrs. E believes that the home should initiate the training for character building traits which should be further developed by the school. Further, she believes that the school should engage in Bible reading and prayer, the observance of religious holidays, the teaching of good manners, and sex education.

Both parents would like to see their children go to college and become proficient in any profession for which they are best suited. And, too, they believe that an education would make it possible for their children to derive the following benefits: a better job, choice of a better community in which to live, a better social group life, better choice of mate for marriage, and better choice for participating in community activities. Mrs. E thinks that getting a better job is the most important benefit. She thinks that teachers are better able to assist in rearing her child in the area of counseling and giving advice. Mrs. E is well acquainted with her child's teacher, who is friendly and whom she believes is doing a good job of teaching him. She is satisfied with the education that he is receiving, but is undecided if his present training would equal that which he would receive in a predominately white school. She believes that teachers are better able to assist in child-rearing through the giving of advice and counseling.

Mrs. E had the highest praise for the Head Start Program in which her child participated. She worked as a volunteer and accompanied the children and teachers on trips and helped with giving them breakfast; therefore, she was able to observe the way the program was conducted.

Interpretative summary of the case

It is obvious that this is a closely-knit family. Both Mr. and Mrs. E are happily married, they are devoted parents, potential home owners, and good neighbors. Mrs. E participates in school and community activities. They own or are buying basic modern day appliances for making life easier. These comforts and conveniences are the things for which she hoped. The realizing of these hopes is why Mrs. E says that all of her goals, except an education, have been accomplished.

Case 6, Mrs. F

(a) Head Start Child--Boy: x Girl: x Both: _____

(b) Parents in the Home--Father: _____ Mother: _____ Both: x

(c) Other Family Members--Grandparents: _____ Aunt: _____ Uncle: _____
Older siblings: 4 Younger siblings: 1 Other: _____

(d) Mother's Birthplace: Dooly County, Ga. Father's Birthplace: Irvin County, Ga.

(e) Educational status of parents or guardian
Highest grade attended and/or completed in school
1. Father--1 2 3 4 5 6 (7) 8 9 10 11 12 College, 1 2 3 4
2. Mother--1 2 3 4 5 6 7 8 (9) 10 11 12 College, 1 2 3 4

Family and Home Relationships

The home was neat and orderly. The furniture was old, but fairly well cared for. Two full-size bicycles were in one corner of the living room. The writer observed other toys for the younger children which made her wonder how the family could afford such things on their present income. However, during the interview, Mrs. F took pride in telling the writer that she was able to buy the bikes and toys when she worked. She made her own furniture covers and curtains, and several pieces of living room furniture had been given to her by her former employer.

The family participates in joint recreational projects such as, short trips by bus or picnics in the family car. Mrs. F has never been outside of Georgia.

Mr. F is a good provider and he is kind to her and their children. Both parents encourage their children to discuss their problems with them and they, in turn, try to advise the children the best they can. Whenever possible the Fs try to include their older children in family discussions.

Environmental factors

Mrs. F has lived in Atlanta twelve years and at her present address five years. She had lived with her married sister in the same neighborhood for three years before she and Mr. F married. Mrs. F has never been outside of Georgia. She chose to return to the community because she likes it. Her neighbors are nice, rent is cheap, and her children are able to walk to school.

Economic status

Mr. F earns \$56.00 a week as a truck driver. He is employed full-time. This amount is supplemented by \$6.00 a week which Mrs. F earns from keeping her neighbor's child. Both Mr. and Mrs. F find their work slightly satisfying.

Cultural factors

The Fs are not "club-minded." They belong to no clubs or lodges, but Mrs. F frequently attends P.T.A. meetings. The adults in the family attend church services every Sunday, while the children are in Sunday School.

The family owns no musical instruments, but it does have a television set, radio, electric refrigerator, Hi-Fi set, a car, but no telephone. Mrs. F listens to the news, popular, and religious music on three of her favorite radio stations. Her choice of television programs are: "As the World Turns," "The Edge of Night," and the news. She reads two local daily newspapers and one weekly paper. She does not read regularly any magazines. Mrs. F votes, but her husband does not.

Both parents punish their children by depriving them of things that they want and by spanking them. Mrs. F does most of the spanking. However, their youngsters obey most of the time without being punished. Teachers are also permitted to spank the F's youngsters.

The children go to bed at 9:00 P.M., after they have had their daily baths. They have few restrictions in the home. Such privileges as eating with adults, choosing the movies and television programs without help, are taken for granted.

Politeness as well as knowing how to protect themselves physically are stressed. The parents generally call a doctor when there is illness in the home.

Mrs. F does not condone pre-marital relations, but she feels that out-of-wedlock children should be accepted like all other children in our society.

Attitudes toward life

Mrs. F stated that she "did not have any big ideas about what she wanted from life." She wished that she had finished college and she would like to own her home. She wants their children to go to college and become professionals in their chosen field. If her children become drop-outs, she "would take legal action (reform school) as the last resort to get them to return to school." This reaction is interesting since Mrs. F said that she was a drop-out. She does admit that she would like to return to school and eventually become a teacher. Mrs. F does not believe an education is important in the choice of a mate.

Attitudes toward school

Mrs. F said that her children have a quiet place to study. She hopes that they will excel in school and in order for this to be possible, parents and teachers must work together. The school should supplement the home in teaching good manners, Bible reading, prayer, sex education, and in the observance of religious holidays.

The F children's teachers are well known to Mrs. F who states that they are friendly. She approves of the education that her children are receiving and she thinks that the teachers are doing a good job, but Mrs. F is not sure whether they would not get a better education in a predominately white school. She is undecided as to whether Negroes are inferior to whites.

The Head Start Program was of inestimable benefit to their children. The trips they took were delightful and informative. They enjoyed the games in which they participated; and being with their peers helped them to adjust to persons other than their family. Mrs. F was in a position to evaluate the program because she worked as a volunteer and assisted the teachers in the program.

Mrs. F believes that an education would enable her child to get the following benefits: a better job, choice of a better community in which to live, a better social group life, better choice of mate for marriage, and a better choice for participating in community activities. Of these benefits, she sees "better job" as being the most important one. She thinks that teachers are better able to assist in rearing her child in the following areas: counseling and giving advice, offering encouragement, teaching the social graces, and building moral and religious values.

Interpretative summary of the case

Mrs. F appeared to be functioning adequately in her role as housewife and mother. From the appearance of Mrs. F's children and their home, she is an excellent manager, unless the family has hidden finances. The neighbor whose child Mrs. F was keeping, was moving the day after the writer's interview. Therefore, Mrs. F will not be able to make her small contribution to the family purse by baby-sitting. Mrs. F might not have had "big plans" for herself, but self denial and deprivation seem to have caused her to have different ideals for her children.

PROFILE SHEET

Case 7, Mrs. G

Identification

- (a) Head Start Child--Boy:_____ Girl: x Both:_____
- (b) Parents in the Home--Father:_____ Mother:_____ Both: x
- (c) Other Family Members--Grandparents:___ Aunt:___ Uncle:___
Older siblings:_____ Younger siblings: 3 Other:_____
- (d) Mother's _____ Father's _____
Birthplace: Monroe, Georgia Birthplace: Louella, Georgia
- (e) Educational status of parents or guardian
Highest grade attended and/or completed in school
1. Father--1 2 3 4 5 6 7 8 9 (10) 11 12 College, 1 2 3 4
2. Mother--1 2 3 4 5 6 7 8 9 10 (11) 12 College, 1 2 3 4

Mr. and Mrs. G were born in small towns in Georgia. Mrs. G is an attractive, neatly dressed woman between twenty-five and thirty years old. She preferred to keep her two appointments with the writer at the school, rather than in her home. She was sullen and morose during the interview. Although she rarely volunteered information, Mrs. G showed adequate understanding of the questions asked her.

Home and family relationships

The Gs and their 3 children live in a five-room house which they are renting. Mrs. G has lived in Atlanta eleven years and two and one-half years at her present address. Her husband is a good provider, and he is not brutal to his family. He is cautious when it comes to spending money. Their children perform household chores and engage in activities in which the family can participate as a whole, for example; picnics, family car rides and discussions.

Mrs. G has done a minimum amount of traveling out of the State of Georgia. Most of the time the Gs travel together in their car. In their absence, an aunt cares for their children.

Environmental factors

Mrs. G admits that the community has much to be desired; however, she chose to move there because she was tired of living in an apartment and she was able to locate the two-family house in which they are living. She does not like the neighborhood because "There are too many children" and they are not always properly supervised. For this reason, Mrs. G does not often let her children visit or have company. They live near the school which is the only advantage Mrs. G sees in living there. The Gs prefer to live in a small residential neighborhood.

Economic status

Mr. G earns about \$500.00 a month as a full-time postal employee and a part-time janitor at the Traffic Court. He manages the family finances. Mrs. G says that she feels that this is as it should be, and she added, "I'm old fashion. I also feel that the money he gives me should be used for whatever I want." Mr. G likes his work; however, Mrs. G finds being a housewife and mother, only moderately satisfying.

Cultural factors

Mr. and Mrs. G go to church regularly and their children attend Sunday School weekly. They do not belong to any clubs, but they are active in the P.T.A.

Although the Gs punish their children occasionally, the youngsters do not fear them because their parents give them love and understanding. They are included in family discussions and they are allowed to dissent on some issues. Therefore, they do not rebel when their parents restrict them in some areas. Their parents help them in selecting the movies and television shows they want to see.

The G children eat with the adults most of the time. A doctor is called when they are ill. They bathe daily with the help of their mother, after which, they go to bed by 8:00 P.M. The G's children are taught to be polite, as well as how to defend themselves physically.

There are no musical instruments in the home. The family has a telephone, car, console radio, television set, and an electric refrigerator. Mrs. G listens to news and popular music on stations WAOK and WSB. Her favorite television programs are "Peyton Place," "Long Hot Summer," and "Ben Casey." She reads three local, daily newspapers and six magazines.

Mrs. G has sixteen siblings. She is the seventh child. Her father saw no particular reason for her to continue in school because she already had more education than he had. Therefore, he believed that if he "could make it in life, so could she." Mrs. G quit school and went to work.

Mrs. G does not approve of pre-marital relations, but she has sympathy for first offenders with out-of-wedlock children. The offsprings of these persons should not be made to bear the burden of their parents' mistakes.

Attitudes toward life

Mrs. G regrets that she did not remain in school and become a nurse. She would like to see their children better educated than

their parents. In fact, she wants their children to become professionals in the fields of their interests.

Mrs. G feels that she would have married differently if she had finished school. An education would have paved the way for upward mobility for her. She is presently enrolled in a correspondence course in accounting.

If a child of theirs became a drop-out, Mrs. G would try to be understanding of her problem and use encouragement to get her to return to school. She does not believe that Negroes are inferior to whites.

Attitudes toward school

Mrs. G said that her children have a quiet place to study. She wants them to finish school. Although she is not satisfied with the education they are getting in their present school, she is undecided whether they can get a better education in a predominately white school. Mrs. G knows her child's teacher very well, and she feels that this teacher did a good job of teaching her child.

Mrs. G feels that schools should be responsible for teaching children how to become good citizens. This includes teaching good manners, prayer, Bible reading, and sex education. Teachers should be parents away from home. This embraces spanking children when necessary.

Mrs. G thought that the Head Start Program was a good one, but she was unable to state whether it needed to be improved. The program enabled her child to go on trips and to be at ease with other children her age.

The Gs feel that an education would enable their children to derive the following benefits: a better job, choice of a better community in which to live, a better social group life, better choice of mate for marriage, and better choice for participating in community activities. She thinks that teachers are better able to assist her in rearing her daughter in the following areas: counseling and giving advice, assisting with home work, and teaching social graces.

Interpretative summary of the case

Although Mrs. G seldom volunteered information, her responses to questions were comprehensive. The interview revealed that the school attended by her children had done rather well in helping them, considering the gaps in facilities. This being the case, a predominately white school with more adequate facilities would be able to do a better job.

PROFILE SHEET

Case 8, Mrs. H

Identification

- (a) Head Start Child--Boy:_____ Girl: 2 Both:_____
- (b) Parents in the Home--Father:_____ Mother:_____ Both: x
- (c) Other Family Members--Grandparents:_____ Aunt:_____ Uncle:_____
Older siblings:_____ Younger siblings: 2 Other:_____
- (d) Mother's _____ Father's _____
Birthplace: Smyrna, Georgia Birthplace: Savannah, Georgia
- (e) Educational status of parents or guardian
Highest grade attended and/or completed in school
1. Father--1 2 3 4 5 6 7 8 9 10 11 (12) College, 1 2 3 (4)
Divinity School
2. Mother--1 2 3 4 5 6 7 8 9 10 11 (12) College, 1 2 3 4

Mr. and Mrs. H were born in Smyrna and Savannah, Georgia, respectively. Both of them finish high school. After they married, Mr. H finished college and divinity school.

Mrs. H is a physically attractive, petite woman between twenty-five and thirty years old. She spoke in a quiet, well modulated tone, and she answered questions without prompting. She had a pleasant, out-going personality.

Home and family relations

Mr. and Mrs. H and their three children live in a one-family frame house. From the writer's observation, Mrs. H was a poor house-keeper.

Mrs. H finds her job as housewife moderately satisfying. Mr. H is seldom home because he has two jobs, one of which makes it necessary for him to work evenings.

According to Mrs. H the family is closely-knit. They are affectionate toward their children, and they attempt to train them so that they will become good citizens. The H children are taught to be polite and to respect the rights of others, but they are also taught to protect themselves physically.

The family spends as much leisure time together as possible. Much of the time is spent in going to church. When they are not doing this, Mrs. H and the children watch television "a lot" and listen to religious music. Her husband does not condone going to movies and dancing. She feels confined and restricted, but "no so much as before." Mr. H is ambitious and he provides for his family the best he can. The family generally travels in the family car. Neighbors care for their children in Mrs. H's absence.

Environmental factors

The Hs are renting, but they would like to own their home. They have lived in Atlanta, at their present address, for three years. Prior to this, they lived in Canton, Georgia. She likes the neighborhood "fairly well" because the people are nice and friendly. Mrs. H's contacts and friendships are limited. She does live near the school and this is an advantage.

Economic status

Mr. H is employed as a full-time minister and as a part-time porter in a bank. Mrs. H stated that his salary from the ministerial job is \$250.00 a month and \$350.00 a month from the one as a porter. His ministerial work is fully satisfying. The family finances are jointly managed.

Cultural factors

A goodly portion of the family's time is spent in church. Mrs. H belongs to a religious club and the P.T.A., but she seldom attends the meetings. The family uses a doctor in case of illness. The children are bathed twice weekly with the help of Mrs. H. They are usually in bed by 9:30 P.M.

Mrs. H says that she has trouble making her children obey. She finds it necessary to punish them frequently, but since they are very young her punishment is not severe. Their father punishes them mostly by whipping them. Mrs. H also whips them and deprives them of privileges. She says that the children do not fear their parents.

Mrs. H enjoys traveling. She has been to North Carolina, Tennessee, and Florida. They generally travel together as a family in their car.

Both parents vote. They have no musical instruments in the home, but they do have a console television, radio, Hi-Fi set, telephone, electric refrigerator and a car. Mrs. H has no favorite radio programs. These are her favorite television programs: "As the World Turns," "Secret Storm," and "Edge of Night." She regularly reads four daily newspapers, but no magazines.

Attitude toward life

The Hs want their children to finish college and become better educated than either of their parents. She had always wanted to be a teacher, but she became uninterested in school and quit. Mrs. H said that she would return to school if the opportunity presented itself. She wants one of her daughters to become a nurse and the other a teacher.

Mrs. H is undecided whether Negroes are inferior to whites. "Out-of-wedlock children are at a disadvantage. Society does not always accept them;" therefore, Mrs. H does not approve of pre-marital relations because an innocent child might be harmed.

Attitudes toward school

According to Mrs. H, their children have a quiet place to study. She is satisfied with the education they are getting, but she thinks that they might get a better education in a predominately white school. She knows a few of the teachers in the school attended by her children, and says that they are friendly. She feels that the teachers are doing a good job of teaching her children.

Mrs. H believes that the school should have part of the responsibility for teaching good manners, prayer, reading the Bible, sex education, and the observance of religious holidays.

Mrs. H would be very disturbed if her children became drop-outs for fear they might become delinquents. She would encourage them to return to school.

The Head Start Program greatly benefited her two children. They were taken on educational trips that she could not have provided. Since being in the Head Start Program, her children are better able to adjust to strange adults and other children their age. She was unable to say whether the program should be improved.

The Hs believe that teachers should place themselves in the role of parents when children are under their tutelage. Teachers should be better able to assist her in rearing her daughters in giving counseling and advice, assisting with home work and disciplining.

She believes that an education will afford her children the choice of a better community in which to live, and most importantly, it will enable them to get a better job.

Interpretative summary of the case

The writer could not reconcile her observations in Mrs. H's home with the answers that she gave. For example, it is difficult to believe that Mr. H has a sizeable income which they manage jointly and find her living in such deprivation. It seems doubtful that Mr. H with two college degrees and a job as a full-time minister would have the time or desire to work long hours every night as a porter. The writer saw no evidence of one newspaper or magazine in the house, yet Mrs. H attests to reading four daily papers. Nor did she see a place where the children could study their lessons in quiet.

PROFILE SHEET

Case 9, Mrs. J

Identification

- (a) Head Start Child--Boy:_____ Girl: x Both:_____
- (b) Parents in the Home--Father:_____ Mother:_____ Both: x
- (c) Other Family Members--Grandparents:_____ Aunt:_____ Uncle:_____ Older siblings: 3 Younger siblings: 1 Other:_____
- (d) Mother's _____ Father's _____
Birthplace: Chicago, Ill. Birthplace: Inman, Georgia
- (e) Educational status of parents or guardian
Highest grade attended and/or completed in school
1. Father--1 2 3 4 5 6 7 8 9 (10) 11 12 College, 1 2 3 4
2. Mother--1 2 3 4 5 6 7 8 9 10 11 12 College, 1 (2) 3 4

Mrs. J. was born in Chicago, but she was reared in Georgia. Mr. J is a native Georgian. Mrs. J went to college two years and stopped to go to work. She is a very stout, neatly dressed woman over 35 years of age. She is intelligent and sophisticated and readily responded to questions in detail, without additional explanation from the writer.

Home and family relations

Mr. and Mrs. J and their five children live in a six-room house which they own. Mrs. J explained that she owned a home in the inner city which was purchased for urban renewal. Mrs. J has nice neighbors, but she would like to move to a more desirable community. She has lived at her present address for thirteen years.

Mrs. J is employed as a Teacher's Aide in the school that her children attend. Her work is moderately satisfying. She admits that her health has improved since she started to work.

The Js are an affectionate, closely-knit family. They plan recreational activities together and travel together. Certain financial problems are shared with their children, to give them a sense of value. The children are encouraged to share their problems with their parents. The children in this household have daily chores to perform. They are trained to be polite as well as in ways to protect themselves physically.

Mr. J is an industrious man who is kind and devoted to his family. In spite of the fact that Mrs. J is better educated than Mr. J, she does not believe that she could have found a finer man for a

husband.

The family generally travels in the family car. A friend or relative cares for their children during their absence.

Environmental factors

The J's house is located in a section of the community that has become "run-down." Owners of many of the houses have moved away and they do not keep up the repairs.

The J's own home is no longer large enough to accommodate adequately the family.

Economic status

Mr. J is a self-employed barber and warehouseman. He earns about \$6,000.00 a year from both jobs. Mrs. J has been employed approximately two months as a Teacher's Aide. Her earnings are about \$250.00 a month. She manages the family income because her husband feels that she is a better manager than he is. They live fairly comfortably on their joint salaries.

Cultural factors

Mrs. J belongs to social, civic, and religious clubs. She is active with the P.T.A. All members of the family frequently attend church and Sunday School. Mrs. J stated that she never "has trouble making their children obey." She did admit, however, that both parents find it necessary occasionally to punish their youngsters, but the children do not fear them.

A doctor is called when members of the family are ill. The J youngsters are assisted with their daily baths before they go to bed at 8:00 P.M. Their children eat at the table with adults, select their television shows without help, and they are sometimes permitted to choose the movies they wish to see.

Although Mrs. J has traveled out of the State of Georgia, she would like to travel much more extensively.

The family owns no musical instruments, but they do have such pleasurable things as a television set, console radio, Hi-Fi set, electric refrigerator, car, and telephone. Mrs. J usually tunes in on the following radio stations and listens to religious and jazz music: WGUN and WIIN. Her favorite television programs are: "Love of Live," "The Baron," and "The Man from U.N.C.L.E." She reads three local daily newspapers, one weekly paper, and six monthly magazines. Both Mr. and Mrs. J vote.

Attitudes toward life

Mrs. J regrets that she did not complete her training as a nurse. She said that she passed her entrance examination to nursing school, but she did not follow through on it. She would return to college if the opportunity presented itself. The Js want their child to finish college and become a Social Worker.

According to Mrs. J, her husband "has a very high I.Q." He had wanted to go to college after he was discharged from World War II, but it was necessary for him to support his mother and younger siblings.

Mrs. J was emphatic in stating that Negroes are not inferior to whites. She believes that out-of-wedlock children should not bear the brunt of their parents mistakes; however, she does not approve of pre-marital relations.

Attitudes toward school

The Js would be terribly upset if their daughter became a dropout. So much so that Mrs. J would want legal steps ("reform school") taken to force her to continue in school. Parents should provide a quiet place for their children to study and they should train their children in good citizenship at home. The teacher's role is to continue this training at school. The school should be responsible for teaching good manners, Bible reading, prayer, sex education, and the observance of religious holidays. The teachers in the school attended by her child are very friendly, and they have done a good job of teaching her. Mrs. J is satisfied with the education her child is getting and she does not believe that she would get any better education in a predominately white school. Mrs. J believes that an education would enable her child to get the following benefits: a better job, choice of a better community in which to live, and a better social group life. She feels that the most important benefit would be "a better job." She thinks that teachers are better able to assist in rearing her child in giving counseling and giving advice, and teaching the social graces.

The Head Start Program provided the opportunity for the J's child to go on trips, learn rhymes, poems, songs, new stories, and play with toys unlike those she has at home. Mrs. J was pleased with the way the teachers mingled with the children and involved them in activities with their peers.

Interpretative summary of the case

The writer soon realized that the manner in which Mrs. J expressed herself indicated that she had had some academic training

above high school. She is a woman who probably needed the challenge offered outside the home. Mrs. J showed absolute independence in filling out the questionnaire.

PROFILE SHEET

Case 10, Mrs. K

Identification

- (a) Head Start Child--Boy:_____ Girl: x Both:_____
- (b) Parents in the Home--Father:_____ Mother: x Both:_____
- (c) Other Family Members--Grandparents:_____ Aunt:_____ Uncle:_____ Older siblings: 4 Younger siblings:_____ Other:_____
- (d) Mother's _____ Father's _____
Birthplace: Talladega, Alabama Birthplace: Unknown
- (e) Educational status of parents or guardian
Highest grade attended and/or completed in school
1. Father--1 2 3 4 5 6 7 8 (9) 10 11 12 College, 1 2 3 4
2. Mother--1 2 3 4 5 6 (7) 8 9 10 11 12 College, 1 2 3 4

Mrs. K is a native of Alabama. She does not know where her husband was born. She and her husband are separated. The writer interviewed her at the school where her children are in attendance. Mrs. K was a neatly dressed, stout woman over thirty-five years old. Her manner was one of confidence and authority when she expressed her ideas about child rearing. The writer readily established rapport with her.

Home and family relations

Mrs. K lives alone with her five children in a five-room apartment in a public housing project. She has been married twice. One child, a son, was the offspring of her first husband who is deceased. She feels that her second husband is "no good." She had four children by him.

Environmental factors

The housing project where the family lives is one of the first of its kind in that area. Mrs. K has lived there fourteen of the nineteen years that she has lived in Atlanta. She has watched the community steadily develop into a slum area. The first families who moved into the project seemed to be stable and they showed an interest in their homes. As those people moved out, younger tenants moved in. The turn-over in occupancy is tremendous. The families of this latter group show little interest in their homes or surroundings.

Nevertheless, Mrs. K likes the neighborhood because she is near the school attended by her children. If she had a larger apartment she would not want to move.

Economic status

Mrs. K works in a meat packing store. Her work is slightly satisfying. Her nineteen year old son works as a clerk in a drug store. He makes a small financial contribution to the family. The total income in the family is about \$75.00 a week. It is managed by Mrs. K.

Cultural factors

Other than the P.T.A., which Mrs. K attends frequently, she does not belong to any clubs or lodges. The K children go to Sunday School every Sunday and their mother frequently attends church.

The children eat at the table with adults. They go to bed every night at nine o'clock p.m., after Mrs. K has helped them with their daily bath.

The children are firmly disciplined by their mother who stated that she frequently whips them and occasionally deprives them of privileges when necessary. She has difficulty making them obey; therefore, she has to make them afraid of her in order to keep them in line. When their behavior "merits it," Mrs. K is lenient and affectionate toward the youngsters. Teachers are permitted to spank them if they desire.

The Ks travel together by bus. Together they plan leisure time activities, but these are limited because of limited finances.

The children are given permission to choose movies they wish to see, but sometimes they are helped in selecting their television shows. The K children are taught politeness, but self defense is stressed because they have only their mother and themselves upon whom to rely.

They go to the clinic when there is illness in the family or rely upon home remedies. There are no musical instruments in the home, but the family has a radio, television set, Hi-Fi set, and an electric refrigerator. They do not have a car or telephone. Mrs. K does not have a favorite television show. She listens to station WAOK on the radio. She states that she votes, reads two local daily papers and three monthly magazines.

Mrs. K likes to travel, but she has only been in Alabama and Tennessee. When she travels she is accompanied by her children on a bus.

According to Mrs. K pre-marital relations should be shunned. "The risks are too great and children resulting from such relationships, innocent children, are often hurt beyond repair."

Attitudes toward life

Mrs. K regrets that she did not finish high school and become a beautician or seamstress, but it was necessary for her to go to work. She realizes now that she was poorly equipped for marriage and should have waited. She hopes that all of her children will finish college and become professionals in their chosen fields. Mrs. K feels so strongly the need for her children to be better educated than their parents, that she would use force to make them remain in school. She told the writer that her nineteen year old son dropped out of school in the eleventh grade. She "whipped him soundly and took him to school." He finished high school and is now employed.

Mrs. K believes that Negroes are inferior to whites.

Attitudes toward school

To Mrs. K, schools are meant to educate children and prepare them for life. However, it is the responsibility of the family to lay the foundation. In addition to this, the school should be partially responsible for teaching good manners, prayer, Bible reading, sex education and the observance of religious holidays. Parents should provide a quiet place for their children to study and encourage them to stay in school.

Mrs. K feels that the teachers in her child's school are friendly and they are doing a good job of teaching. She can attest to this because she knows the teachers. Nevertheless, Mrs. K indicated on the questionnaire that she is dissatisfied with the education they are getting. She also stated that they could get a better education in a predominately white school.

Mrs. K is confident that education would enable the K children to derive the following benefits: a better job, choice of a better community in which to live, a better social group life, better choice of mate for marriage, and better choice for participating in community activities. Of these, "a better choice of mate for marriage" is the most important. She thinks that teachers are better able to assist

in rearing her child in the following areas: giving counseling and advice, offering encouragement, assisting with home work, teaching the social graces, building moral and religious values, and disciplining.

The Head Start Program in which Mrs. K's child participated was a good one. It needed no improvement. She liked all of the activities that the teachers sponsored. She was especially impressed with the trips the children took and with the emphasis placed on teaching the social graces.

Interpretative summary of the case

Mrs. K's attitude toward an education for her children stems primarily from her own failures and frustrations. When her son followed in her footsteps and became a drop-out, she used drastic measures to make him return to school. She did not take into consideration the fact that a boy his age might have retaliated. The writer was interested to note that Mrs. K felt that the most important benefit that her children would derive from an education was a "better choice of a mate in marriage." She feels weighted down in her role as the lone parent with a large family.

Case 11, Miss L

(a) Head Start Child--Boy: x Girl: _____ Both: _____

(b) Parents in the Home--Father: _____ Mother: x Both: _____

(c) Other Family Members--Grandparents: ____ Aunt: ____ Uncle: ____
Older siblings: _____ Younger siblings: 2 Other: _____

(d) Mother's Birthplace: Crawfordville, Ga. Father's Birthplace: New Orleans, La.

(e) Educational status of parents or guardian
Highest grade attended and/or completed in school
1. Father--1 2 3 4 5 6 7 8 9 10 11 (12) College, 1 2 3 4
2. Mother--1 2 3 4 5 6 7 8 9 10 11 (12) College, 1 2 3 4

Home and family relations

Environmental factors

Economic status

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Cultural factors

Miss L belongs to church, but she infrequently attends. Her children rarely go to Sunday School. She belongs to no clubs or lodges and she seldom goes to P.T.A. meetings.

According to Miss L she has no real problem disciplining her sons because they are small. She is affectionate toward them, but this does not mean that they are not punished when necessary. She said that she attempts to establish a close relationship with her children because she is the only person on whom they can rely. She takes them with her whenever possible.

When the children are ill a doctor is called. They are bathed three or four times a week with the help of their mother. The children usually go to bed at 9:00 P.M.

The youngsters eat at the table with adults; and they select unassisted their movies and television shows. They are taught to be polite as well as how to protect themselves physically.

Miss L stayed in New York City for several months after she finished high school. She has traveled a good bit in the North and mid-west section of the country.

There are no musical instruments in the home. However, the radio, a television set, and a Hi-Fi set owned are broken. There is a telephone and an electric refrigerator. Miss L reads three local daily newspapers and she occasionally reads seven monthly magazines when she can afford them. She does not vote. She enjoys listening to popular music on radio stations WERD, WIGO, and WINS. Her favorite television shows are: "Ben Casey," "What's My Line," and "Dr. Kildare."

Attitudes toward life

Miss L regrets that she was unable to remain in school and become a nurse. It was necessary for her to go to work after high school because of inadequate finances. She hopes that her sons will have a better life than she has had. Miss L is undecided whether or not Negroes are inferior to whites.

Attitudes toward school

Miss L stated that parents should provide their children with a quiet place to study and give them the basic training for becoming well adjusted citizens. The role of the teacher is to continue these teachings and enlarge upon them. The school has partial responsibility for teaching children sex education, good manners, prayer, Bible reading, and the observance of religious holidays.

According to Miss L most of the teachers where her child attends school are friendly and as far as she knows they do a good job of teaching. She said that she knows her child's teacher to a moderate degree. She said, "The teacher has a way of talking down to parents and making them upset." Miss L said that she is not satisfied with the education her child is getting; however, she is undecided whether his education would be any better in a predominately white school.

Miss L thought that the Head Start Program helped her child a great deal. Her son enjoyed the trips taken, the rhythms, and the relationship with his peers. She said, "He even eats better since being in the program." She felt the program should involve more parents as volunteers to assist with the activities.

Miss L believes that an education will enable her children to derive the following benefits: a better job, choice of a better community in which to live, a better social group life, better choice of mate for marriage, and better choice for participating in community activities. Of these, "getting a better job" is the most important. She believes that teachers are better able to assist in rearing her children in the following areas: counseling and giving advice, offering encouragement, assisting with home work, and teaching the social graces.

Interpretative summary of the case

Miss L appears to be an intelligent, alert young woman. In spite of her problems, she has not abandoned her children but is supporting them.

PROFILE SHEET

Case 12, Mrs. M

Identification

- (a) Head Start Child--Boy: x Girl: _____ Both: _____
- (b) Parents in the Home--Father: _____ Mother: _____ Both: x
- (c) Other Family Members--Grandparents: _____ Aunt: _____ Uncle: _____
Older siblings: 3 Younger siblings: 2 Other: _____
- (d) Mother's Birthplace: Selma, Alabama Father's Birthplace: Birmingham, Alabama
- (e) Educational status of parents or guardian
Highest grade attended and/or completed in school
1. Father--1 2 3 4 5 6 7 8 9 10 11 12 College, 1 2 3 (4)
2. Mother--1 2 3 4 5 6 7 8 9 10 11 (12) College, 1 2 3 4

Although Mrs. M is over 35 years of age she looks younger. She was a neatly dressed, stout woman, of medium height, with an attractive face and a pleasant smile. Her demeanor was poised and self-assured. The writer interviewed Mrs. M at the school where her children attended.

Home and family relationships

Mr. and Mrs. M and their six children live in a five-room house which they rent. The house is too small to adequately accommodate the family. The Ms have always spent together as much time as possible, engaging in recreational and religious activities. They try to include their older children in family conversations that will help them to appreciate the advantages of life and to cope with adversities. The M children are encouraged to share their problems with their parents.

Mrs. M thinks that her husband provides for his family the best that he can. He is industrious, kind, and considerate of her.

Environmental factors

The house and the neighborhood where the Ms live is unsatisfactory. The family has lived in Atlanta for 18 years and at their present address for 14 years. They would like to live in a more desirable neighborhood because their present community is overcrowded; houses are in need of repairs; and public facilities and sanitation are inadequate. Mrs. M finished high school and Mr. M finished college. The neighborhood does not have any resources for recreational and cultural outlets for her children. The nearest to these resources

is the school and the church.

Economic status

Mr. M earns \$140.00 a week at an aircraft plant. He receives \$21.00 a month from the Veterans' Administration for a disability incurred in World War II. He thoroughly enjoys his work. The M's 17 year old daughter is employed part-time after school. She contributes part of the \$45.00 a month that she makes to the family. The family finances are managed jointly by Mr. and Mrs. M.

Cultural factors

The Ms regularly attend Sunday School and church. Mr. M is superintendent of the Sunday School where they attend church. They belong to a social and religious club and frequently they attend P.T.A. meetings. According to Mrs. M, they have very little trouble getting their children to obey; therefore, they seldom have to punish them. When it does become necessary to discipline the children Mrs. M generally spansks them. The children do not fear their parents because of the mutual respect and admiration that they have for each other.

The M's children eat at the table with adults, they select unassisted the movies and television shows they want to see. A doctor sees them when they are ill. They bathe daily with the help of their mother, and by 8:30 P.M. they are in bed. In the absence of their parents the children are cared for by an older sibling. The youngsters are taught to be polite and also how to defend themselves physically.

Mrs. M enjoys traveling with her family. She has traveled in the northwest section of the country, but she wishes that they were financially able to do more traveling.

Members of the family have the following musical instruments: a flute and drum. They have a console radio, television set, Hi-Fi set, telephone, electric refrigerator and car. Mrs. M likes to listen to the news, gospel and popular music on radio stations WQXI, WAOK, and WPLO. Her favorite television shows are "Ed Sullivan Show," "Art Linkletter's House Party," and "Popeye Club." Mrs. M votes; reads three local daily newspapers and four monthly magazines.

Mrs. M believes that children born out-of-wedlock have unnecessary obstacles to surmount; therefore, she does not think that people should take this risk by having pre-marital relations. Children resulting from illicit sexual relations should have all the rights and privileges as any other child.

Attitudes toward life

If the opportunity presented itself, Mrs. M said that she would return to school and finish college. She will do all within her power to encourage her children to remain in school until they finish. She would be less upset, if her oldest daughter became a drop-out because she has had a two-year typing course which would enable her to get employment.

Mrs. M had always wanted to be a nurse, but she quit school to get married. Both parents would like their children to be better educated than either of them. She is undecided whether Negroes are inferior to whites.

Attitudes toward school

Mrs. M believes that the school should not only prepare the children academically, but it should teach them good manners, prayers, Bible reading, sex education, and the observance of religious holidays. It is the role of parents to motivate the child, provide a quiet place for him to study, cooperate with the school, and lay the foundation for good citizenship.

Teachers should be "parents away from home." This means spanking the child if the teacher deems it necessary. The teachers in the school, attended by her children, are friendly. Although she only knows her child's teacher to a moderate degree, Mrs. M thinks that she is doing a good job of teaching him. She said that her child is getting a good education, but she believes that he would get a better education in a predominately white school.

Mrs. M believes that an education will enable her children to derive the following benefits: a better job, choice of a better community in which to live, a better social group life, better choice of mate for marriage, and better choice for participating in community activities. Of these, "getting a better job" is the most important. She thinks that teachers are better able to assist in rearing her child in the following areas: giving counseling and giving advice, offering encouragement, and building moral and religious values, and disciplining.

Interpretative summary of the case

This family appears to be cohesive and fairly well adjusted. The strengths within the family seem to have been sufficient to sustain them in spite of their impoverished background and environment.

Case 13, Mrs. N

(a) Head Start Child--Boy: x Girl: x Both:

(b) Parents in the Home--Father: Mother: Both: x

(c) Other Family Members--Grandparents: Aunt: Uncle:
Older siblings: 2 Younger siblings: 2 Other:

(d) Mother's Birthplace: Oxford, Georgia Father's Birthplace: Alabama

(e) Educational status of parents or guardian
Highest grade attended and/or completed in school
1. Father--1 2 3 4 5 6 7 (8) 9 10 11 12 College, 1 2 3 4
2. Mother--1 2 3 4 5 6 7 8 9 10 11 12 College, 1 (2) 3 4

Home and family relationships

Mrs. N said that they are a closely-knit family. Her husband is a "family man". He is kind, a good provider, and he spends much of his leisure time with his family. The Ns travel together in the family car. They have very little time to visit because both parents work. The N children are trained to stay at home and care for themselves in the absence of their parents. All of the youngsters are school age.

Environmental factors

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she knows, but dislikes the neighborhood, because it has many social problems that could be detrimental to their children.

Economic status

Both parents are employed. Mrs. N earns about \$65.00 a week as an insurance sales-lady. Mr. N is a carpenter and he installs seamless floors. He thoroughly enjoys his work, but his wife finds her work moderately satisfying. The family income is managed by Mrs. N "because she has time to pay the bills."

Cultural factors

The N children exercise a degree of freedom in determining their preferences for television shows and movies, but they must adhere to disciplines determined by their parents in other respects. The family belongs to church. The parents occasionally attend religious services; and their children regularly go to Sunday School.

Mrs. N said that she frequently has trouble making her children obey although she seldom punishes them and she is occasionally affectionate toward them. The Ns do things together as a family.

The Ns frequently attend P.T.A. meetings. Mrs. N belongs to one civic club. Both parents vote.

Most of the time their children eat at the table with adults. They are taught politeness as well as how to defend themselves physically. When they are ill Mrs. N uses home remedies. They go to bed at 8:00 P.M. after their daily bath.

Mrs. N likes to travel, but she has never been out of the State of Georgia. The family has a car, telephone, radio, television set, and an electric refrigerator, but they have no musical instruments. She listens to the 7:00 A.M. news, farm news, and religious programs on radio stations WGUN, WSB and WAOK. Her favorite television shows are "Monday Night Movies," "Secret Agent" and "Your FBI". She reads no daily papers or magazines, but she does read one weekly Negro paper.

Mrs. N has strongly opposed pre-marital relations. She thinks that children resulting from illicit relationships are unfortunate. They should be accepted by society with sympathy and understanding.

Attitudes toward life

If the opportunity presented itself, Mrs. N would return to school and complete her college training. Financial problems caused her to leave college in her sophomore year. She is desirous of having

her children finish college for she realizes that they will need to be better educated than their parents in order to be assured of upward mobility in American Society.

In the event that her children become drop-outs she would attempt to help them find work; for she does not believe that force would sufficiently motivate them for academic excellence. Force, at best, would not serve to keep them off the streets. Mrs. N said that Negroes are "not necessarily inferior to whites."

Attitudes toward school

According to Mrs. N, the school's primary responsibility is one of academic training. It should assume partial responsibility for teaching sex education, Bible reading, prayer, and emphasizing religious holidays, but the parents should be totally responsible for teaching good manners and politeness.

Mrs. N knows her children's teacher to a moderate degree. She feels, however, that the teacher is doing a good job of teaching them. She has found the teachers in the school to be reasonably friendly. Although she stated that she was satisfied with the education her children are getting, she believes that they could get a better education in a predominately white school. Mrs. N thinks that teachers are better able to assist in rearing her children in the areas of counseling and giving advice, building moral and religious values, and disciplining. She believes that an education would enable her child to get the following benefits: a better job and choice of a better community in which to live. She feels that "a better job" is the most important benefit.

According to Mrs. N, the Head Start Program was satisfactory. Her children profited from the trips taken, from the games and rhythms learned, but most important, they were enabled to mix better socially, cooperate and work with adults, and their peer group.

Interpretative summary of the case

Mrs. N is not really unhappy with her present way of life. She regrets that she married so early only in terms of having curtailed her ability to contribute to the family's economic status. This has served to restrict the upward mobility of the family. She said that an education would have made me able to help my husband more and we could have more in life.

PROFILE SHEET

Case 14, Mrs. O

Identification

- (a) Head Start Child--Boy:_____ Girl: x Both:_____
- (b) Parents in the Home--Father:_____ Mother:_____ Both: x
- (c) Other Family Members--Grandparents:_____ Aunt:_____ Both:_____ Older siblings: 4 Younger siblings: 1 Other:_____
- (d) Mother's _____ Father's _____
Birthplace: Crawfordville, Ga. Birthplace: Crawfordville, Ga.
- (e) Educational status of parents or guardian
Highest grade attended and/or completed in school
1. Father--1 2 3 4 (5) 6 7 8 9 10 11 12 College, 1 2 3 4
2. Mother--1 2 3 4 5 6 7 8 9 10 (11) 12 College, 1 2 3 4

Mrs. O was a petite, quiet spoken woman between the ages of 25 and 30 years. She had just come home from her job as a laundry worker when the writer arrived. Her 13 year old daughter asked the writer into the living-room where she was warmly greeted by Mrs. O who was expecting her.

Home and family relations

Mr. and Mrs. O and their six children live in a five-room apartment in a public housing development. Their home consists of three rooms beside the bathroom and kitchen. In one corner of the living-room nearest the kitchen was a dining table. It was here that the writer and Mrs. O sat while they talked. Two couches are used for sleeping, a single bed, a medium size coffee table, two lamp tables and a portable television were in the living-room. The writer was impressed with the orderly and clean appearance of the O home, so much so, she complimented Mrs. O on her excellence as a house-keeper. Mrs. O pointed to her neatly dressed daughter Mary (who was exiting) and said that she was primarily responsible for keeping house in her absence. Two young sons came in and out of the house on two occasions while the writer was there, but they were very orderly.

Both of the Os find their jobs moderately satisfying. They are away from home long hours. Their teen-age daughter also cares for the younger siblings in the parents' absence. They do things together when they have the time and money. Mrs. O said that her husband is kind to his family, he does not curse, and he is a good provider.

PROFILE SHEET

Case 15, Mrs. P

Identification

- (a) Head Start Child--Boy: x Girl: Both:
- (b) Parents in the Home--Father: Mother: Both: x
- (c) Other Family Members--Grandparents: Aunt: Uncle:
Older siblings: 1 Younger siblings: 2 Other:
- (d) Mother's Birthplace: Atlanta, Georgia Father's Birthplace: Atlanta, Georgia
- (e) Educational status of parents or guardian
Highest grade attended and/or completed in school
1. Father--1 2 3 4 5 6 7 8 9 10 11 (12) College, 1 2 3 4
2. Mother--1 2 3 4 5 6 7 8 9 10 11 (12) College, 1 2 3 4

Mr. and Mrs. P are native Atlantans. Mrs. P is a petite young woman between 25 and 30 years old. She was engaged in household chores when the writer arrived, but she readily stopped so that we could get on with the interview. Mrs. P gave information freely without prompting.

Home and family relations

The parents and their four children live in a five-room apartment in a public housing project. Mrs. P grew up in the community. She has lived at her present address for three years.

According to Mrs. P, her husband is a good father, a good provider, and he is kind to her. The family works together in sharing the responsibilities at home. The P children are encouraged to discuss their problems at home because it is during these discussions that moral and religious teachings take place.

Mrs. P has done a little traveling outside of Georgia, but not nearly so much as she would like. They do not own a car; therefore, they are seldom able to go any place, but when they can afford to go any place they travel as a family and they use the train.

Environmental factors

Mrs. P remained in this neighborhood where she was born because rent was cheap, she likes the neighborhood and her neighbors. Many of her childhood friends also live there. She would like to

Both Mr. and Mrs. Q vote. She regularly reads three local daily newspapers and two monthly magazines. Her favorite television programs are: "Love of Life" and "Secret Storm." Mrs. Q listens to popular music and the news on radio stations WAOK, WIGO, and WERD.

Attitudes toward life

Mrs. Q said that she would return to school if she had the opportunity, but she is not unhappy that she left school to marry. She would not, however, want her children to follow in her footsteps for she wants them to be better educated than either of their parents. Mrs. Q wanted to be a nurse when she was in school. She would like her daughter to be professionally trained in a field of interest of her choosing.

Mrs. Q would regret it if her child became a drop-out. If, after encouragement, she insisted on quitting school she would "try to get her more training under the Economic Opportunity Act (EOA) so that she could get a job."

Attitude toward school

Mrs. Q is aware of certain benefits derived from an education. It is for these reasons that she wants her children to go to college. She believes that her children will get the following benefits from an education: a better job, choice of a better community in which to live, a better social group life, better choice of mate for marriage, and a better choice for participating in community activities. Of these benefits, "a better job" is the most important. She thinks that teachers are better able to assist in rearing her child in counseling and giving advice, offering encouragement, assisting with home work, building moral and religious values, and disciplining.

Parents should lay the groundwork for good citizenship, they should cooperate with their child's teacher, and they should provide the child with a quiet place to study.

The school should, according to Mrs. Q, be responsible for partially teaching good manners, sex education, prayer, Bible reading, and the observance of religious holidays.

Mrs. Q knows her child's teacher very well and she thinks that the teacher has done a good job of teaching her child. She is also satisfied with the education that her child is getting, but this does not prevent her from believing that she could get a better education in a predominately white school.

The Head Start Program was very helpful to her child in terms of the trips taken, the opportunity for her to be with adults and children other than her immediate family, and participation in games and rhythms.

PROFILE SHEET

Case 17, Mrs. R

Identification

- (a) Head Start Child--Boy:_____ Girl: x Both:_____
- (b) Parents in the Home--Father:_____ Mother:_____ Both: x
- (c) Other Family Members--Grandparents:_____ Aunt:_____ Uncle:_____ Older siblings: 3 Younger siblings: 3 Other:_____
- (d) Mother's _____ Father's _____
Birthplace: McDonough, Georgia Birthplace: Unknown
- (e) Educational status of parents or guardian
Highest grade attended and/or completed in school
1. Father--1 2 3 4 5 6 (7) 8 9 10 11 12 College, 1 2 3 4
2. Mother--1 2 3 4 5 (6) 7 8 9 10 11 12 College, 1 2 3 4

The writer interviewed Mrs. R at the school where her child attends. She is petite and physically attractive between 20 and 25 years old. Her attire was in good taste, she smiled readily in spite of being demure; nevertheless, on the basis of her response to questions she seemed to have a low level of understanding.

Home and family relations

The Rs and their seven children live in a five-room apartment in a three-family house. Mrs. R said that the church to which she belongs has many social and religious restrictions. She does not believe in including her children in family conversations of any depth. She implied that children should be seen and not heard.

Mrs. R believes that she has a good husband because he is a good provider, he is kind to his family, he does not drink or "run around."

Mrs. R has never been out of the State of Georgia, but she does not regret this because she said that she does not like to travel. The family sometimes take rides in their car. Most of the time she takes her children with her, when her husband and sister-in-law are busy, because she cannot afford a baby-sitter.

Environmental factors

Mr. and Mrs. R have lived at their present address every since they moved to Atlanta eight years ago. Mrs. R said that the community where she lives is quiet. She does not know many of her neighbors

because she never visits anyone, but they seem nice when she speaks to them on the street. Mrs. R enjoys going with her family every weekend to visit relatives in her former home town. Her brother and sister-in-law live in one of the other apartments in the same house.

Economic status

Mr. R is employed as a construction worker. He is paid \$104.00 every two weeks. This is the total income in the family. Mrs. R said that her husband's work is fully satisfying, however, she is slightly satisfied with being a housewife. Mr. R manages the family income.

Cultural factors

Mr. and Mrs. R do not belong to any clubs or lodges nor do they frequent P.T.A. meetings. They do not approve of going to the movies, television, and dancing; therefore, Mrs. R has no favorite television shows and she only listens to religious music on radio station WAOK. The children and their parents frequently attend Sunday School and church. This seems to be the extent to which they are involved in group activities. The R children are permitted to choose without their parents' help the movies and television shows that they want to see. They are bathed twice a week with Mrs. R's assistance after which they go to bed at 9:00 P.M. Most of the time they eat at the table with adults. When they're ill they are seen by a doctor.

Mrs. R said that they occasionally kiss their youngsters. They do not have trouble disciplining them as a result they seldom punish them. Fear of their parents may cause the children to obey. The Rs teach their children to be polite and also how to protect themselves physically.

The family does not have a telephone nor does it own any musical instruments. There is a radio, television set, Hi-Fi set, electric refrigerator, and car.

Neither Mrs. R nor her husband vote. They do not regularly read any newspapers or magazines.

Attitudes toward life

Mrs. R was unable to state what she wanted to become when she was in school or to explain clearly why she quit school. She did not know what type of job she would want her child to follow when she grows up. Mrs. R did say that she wished that she had finished school and she would like her child to be better educated than either of her

parents. Mrs. R does not believe that Negroes are inferior to whites.

Attitudes toward school

Mrs. R believes that the school should be responsible for helping children with home work assignments, partially responsible for teaching good manners, sex education, Bible reading, prayer, and the observance of the religious holidays.

Her children do not have a quiet place to study. She is satisfied with the education that her children are getting and she does not believe that they could get a better education in a predominately white school. She knows her child's teacher and she thinks that she has done a good job of teaching her child.

When the writer asked Mrs. R if she thought that the Head Start Program in which her child participated was a good one, she said, "Yes." However, she was unable to give one reason why she thought the program was a good one. She did say that she thought they were to be taught the "3Rs." Mrs. R believes that her child would get the following benefits from an education: a better job, choice of a better community in which to live, a better social group life, better choice of mate for marriage, and a better choice for participating in community activities. Of these benefits, she felt that "a better job" is the most important.

Mrs. R believes that teachers are better able to assist in rearing her children in the areas of "offering encouragement" and "assisting with home work."

Interpretative summary of the case

When Mrs. R was filling out the questionnaire she frequently asked the writer to interpret the meaning of questions. Notwithstanding, during the interview with Mrs. R the writer noticed conflicting information being given. For example: on the questionnaire she indicated that she liked to travel yet she told the writer that she did not like to travel. She indicated on the questionnaire that she thought the Head Start Program was a good one, but she admitted to the writer that she did not know "what it did." Mrs. R considers herself devout in her faith and she said that her family adheres to the doctrines of their church, yet the children look at television and movies which she said were prohibited. The writer came to the conclusion that Mrs. R is not only limited educationally, but she also has a low level of understanding.

PROFILE SHEET

Case 18, Mrs. S

Identification

- (a) Head Start Child--Boy: x Girl: _____ Both: _____
- (b) Parents in the Home--Father: _____ Mother: _____ Both: x
- (c) Other Family Members--Grandparents: _____ Aunt: _____ Uncle: _____
Older siblings: 1 Younger siblings: _____ Other: _____
- (d) Mother's Birthplace: Warrington, Ga. Father's Birthplace: Hamilton, Georgia
- (e) Educational status of parents or guardian
Highest grade attended and/or completed in school
1. Father--1 2 3 4 5 6 7 8 9 10 11 (12) College, 1 2 3 4
2. Mother--1 2 3 4 5 6 7 8 9 10 11 (12) College, 1 2 3 4

Mr. and Mrs. S are native Georgians. They live with their only child in a five-room apartment in a low-income housing project. Their apartment was attractively furnished. It was very neat and orderly.

Mrs. S was washing clothes when the writer arrived, but she stopped to talk. She is a rather small young woman between the ages of 25 and 30 years.

Home and family relations

Mrs. S said that they are a closely-knit family. Their child is included in most of the family projects. When they travel they go together on the train because they do not own a car. The parents discuss problems relating to the family with their child and they elicit his reactions on various matters. Both parents support each other in disciplining their child so that they won't be working at cross purposes. They frequently kiss their youngster. When the S youngster does not obey he is whipped and sometimes deprived of privileges, but this is the exception rather than the rule.

Mrs. S considers her husband to be a good spouse and father. He provides for the family to the best of his ability, he is kind, and he spends much of his leisure time with the family.

Environmental factors

Although Mrs. S grew up in her present neighborhood she does not like living there because it is dirty, noisy, and many of the

houses are run-down. She would like to own her home in a more desirable neighborhood. The housing project in which she lives is badly in need of beautification inside and outside. The houses need painting, doors need to be repaired, grass and shrubbery are needed as well as a playground.

Economic status

Both Mr. and Mrs. S are employed full-time. She said that her work is moderately satisfactory while her husband finds his job fully satisfying. Mrs. S earns \$56.00 a week as packer of jelly in a large factory. Her husband earns \$116.00 per week as a lead packer at an army depot. The family finances are managed by Mr. S because he is more capable in this area than his wife. They do not have a bank account.

Cultural factors

The Ss frequently attend P.T.A. meetings. This is the only organization to which they belong other than church. They rarely go to church, but their child frequently attends Sunday School.

Mr. and Mrs. S permit their child to eat at the table with adults most of the time. He chooses without any help from his parents the movies and television shows that he likes to see. He is taught to be polite and also how to protect himself physically. Mrs. S helps her son with his daily bath after which he goes to bed at 8:30 P.M. A doctor is generally used when their child is ill. He is cared for by his maternal grandmother when the Ss are not at home.

Mrs. S approves of chastity prior to marriage, but she is sympathetic toward people who have been unfortunate enough to have children out-of-wedlock. She feels that these children should not be made to suffer for their parents' mistake.

There are no musical instruments in the home, but there are such things as: a telephone, radio, television set, Hi-Fi set, and electric refrigerator. Mrs. S likes to listen to jazz and popular music on radio stations WIGO, WERD, and WAOK. Her favorite television shows are: "Peyton Place," "Art Linkletter's House Party," and "As the World Turns." She said that she regularly reads three local daily newspapers and six monthly magazines. Mr. and Mrs. S vote.

Attitudes toward life

Mrs. S regrets that she quit school to get married before she finished college. She had wanted to become an accountant. She hopes

that their child will not become a drop-out for if he did Mrs. S said that she would go so far as to take legal steps to make him return to school. She believes that an education is the only way her child can be assured of a good life in our society. She wants her son to realize all of the advantages that have been denied his parents. She would like him to be trained in a profession of his choice. Mrs. S is undecided as to whether or not Negroes are inferior to whites.

Attitudes toward school

Mrs. S believes that the school should be responsible for continuing the moral and religious teachings begun at home. The school should be partially responsible for teaching good manners, Bible reading, prayer, sex education, and the observance of religious holidays.

The family is responsible for providing the child with a quiet place to study; for providing encouragement to the child; for assisting him with home work assignments; and for cooperating with the teacher or teachers.

Mrs. S said that she is not satisfied with the education that her child is getting, but she is undecided whether or not he could get any better education in a predominately white school. She knows her child's teacher very well and she thinks that the teacher did a good job of teaching him considering "what Negro schools have to offer compared to white schools." The teachers in the school where her child attends are very friendly. She felt that her child was helped a great deal by the Head Start Program. He benefitted from the trips taken and the association with adults and with children his age. Mrs. S was satisfied with the program, but she thought that the children should have newer and better toys, in some instances.

Mrs. S believes that her child would get the following benefits from an education: a better job, choice of a better community in which to live, a better social group life, better choice of mate for marriage, and a better choice for participating in community activities. Of these benefits, she felt that "a better job" is the most important. She thinks that teachers are better able to assist in rearing her child in counseling and giving advice, offering encouragement, teaching the social graces, building moral and religious values, and disciplining.

Interpretative summary of the case

Mrs. S appears to realize that she and her husband are not adequately trained educationally to earn enough to provide the family with the advantages to succeed in an affluent society such as ours. The parents do see the need for encouraging and helping their child to become better educated than they, if he is to have a richer and more productive life.

PROFILE SHEET

Case 19, Mrs. T

Identification

- (a) Head Start Child--Boy: x Girl: x Both: x
- (b) Parents in the Home--Father: Mother: Both:
- (c) Other Family Members--Grandparents: Aunt: Uncle:
Older siblings: 2 Younger siblings: 2 Other:
- (d) Grandmother's Grandfather's
Birthplace: Odessadale, Ga. Birthplace: Odessadale, Ga.
- (e) Educational status of parents or guardian
Highest grade attended and/or completed in school
1. Grandfather--1 2 3 4 5 6 7 8 9 10 11 12 College, 1 2 3 4
(grade unknown)
2. Grandmother--1 2 3 (4) 5 6 7 8 9 10 11 12 College, 1 2 3 4

Mr. and Mrs. T are native Georgians. Mr. T died twelve years ago. Mrs. T is the maternal grandmother and guardian of the L children. Her grandchildren's mother died a year ago and their father deserted them. Mrs. T moved into the apartment occupied by her grandchildren so that she could care for them.

She is a slender woman over 35 years of age. She appeared tired and detached from her role as a substitute parent. The suddenness of this new responsibility seemed to have stunned her. Mrs. T's mother, the L children's great grandmother, had come from Odessadale to be with Mrs. T for a while and give her moral support. During the interview, the great grandmother was present and mending the children's clothing; and from time to time Mrs. T turned to her mother to clarify the answers to some of the questions asked by the writer.

Home and family relationships

Mrs. T and her five grandchildren live in a six-room apartment in a public housing project. The house was overcrowded and untidy. Her year-old grandchild, whose mother died in child birth, was asleep on the couch in the combination living-room and dining room. Three other siblings, all under the age of six, came in and out of the house. They complained of being hungry. Mrs. T promised to feed them in a few minutes.

Mrs. T tries to avoid punishing her grandchildren unnecessarily, but she does not hesitate to whip them or deprive them of privileges if their behavior warrants it. She tries to talk to the L children

and reason with them so that in time they will come to love her. Her teen-age son cares for the children when she is away from home.

Environmental factors

The four-family, red-brick, one-story, apartment house where Mrs. T lives is fairly new. However, the physical surroundings are ugly and unsightly. The entire back and front yards are badly eroded and large ruts made by car wheels caused the water to cascade down the hill, on which the house was located. There was no safe place for the children to play even on a dry day.

Mrs. T has lived at her present address for one year; however, she has lived in the neighborhood for 21 years. She had to move from her former home because it was purchased to build a school. She likes the neighborhood because she lives near the school attended by her grandchildren and her neighbors are friendly. She would like to own her home some day.

Economic status

Mrs. T is unemployed. Her only source of income is a monthly check in the amount of \$144.00 from Aid to Dependent Children. This amount is totally inadequate to meet their needs. Mrs. T can get some surplus food commodities from the Department of Public Welfare to help feed the family.

Cultural factors

Mrs. T does not belong to any clubs, but she said that she belongs to a lodge and church. She often attends church and P.T.A. meetings and her grandchildren frequently go to Sunday School. She does not vote.

When she was young Mrs. T went to Chicago, Illinois, Florida, and Alabama. She likes to travel, but she has not been able to go any place much for a long time because she does not have the money. She use to travel by train with her children.

The family does not own a car or any musical instruments, but they do have a telephone, console radio, a television set, and an electric refrigerator. Her favorite television shows are: "As the World Turns," "The Guiding Light," and "Secret Storm." She enjoys listening to music on radio station WAOK. Although Mrs. T said that inadequate finances caused her to quit school in the fourth grade, she said that she regularly reads three local daily newspapers and four monthly magazines.

Mrs. T has nothing but sympathy for out-of-wedlock children because our society makes life difficult for them. When asked her

reaction to pre-marital relations she said, "I believe in letting nature take its course." She does not believe that Negroes are inferior to whites.

The children are bathed daily with the help of Mrs. T. Most of the time they eat at the table with adults; they choose without assistance from their grandmother their television shows and movies; and during the week they go to bed at 8:30 P.M. Mrs. T relies on home remedies and the clinic when the children are ill. The youngsters are taught to be polite as well as how to protect themselves physically.

Attitudes toward life

Mrs. T said that she had wanted to become a nurse when she was in school, but she had to quit and go to work. She had attempted to prevent her own children from becoming drop-outs, but to no avail. She will try to encourage her grandchildren to appreciate the value of an education as an avenue to a better way of life.

Attitudes toward school

Mrs. T believes that the school should meet all of the child's needs for becoming a good citizen that parents are unable to meet because teachers are better trained than most parents. She knows her grandchildren's teacher very well. She thinks that the teacher has done a good job of teaching them. She is satisfied with the education that they are getting and she does not think that they could get a better education in a predominately white school. The school should also be responsible for teaching good manners, sex education, Bible reading, prayer, and the observance of religious holidays.

The children profited a great deal from the Head Start Program. They went on trips that she had neither the time nor the money to take with them. They were taught the social graces better than she could have taught them, and they were off the streets in the company of children their own age. She does not see where the program needs to be improved.

Mrs. T thinks that her grandchildren would get the following benefits from an education: a better job, choice of a better community in which to live, a better social group life, better choice of a mate for marriage, and a better choice for participating in community activities. She sees "getting a better job" as the most important benefit. She thinks that teachers are better able to assist in rearing her grandchildren in counseling and giving advice, assisting with home work, and teaching the social graces.

She wants her grandchildren to finish college and to become professional in their chosen fields.

Interpretative summary of the case

The extent of Mrs. T's illiteracy was revealed in the painful manner in which she wrote the answers to questions and her inability to comprehend oral questions without additional interpretation from the writer.

PROFILE SHEET

Case 20, Mrs. U

Identification

- (a) Head Start Child--Boy:_____ Girl: 2 Both:_____
- (b) Parents in the Home--Father:_____ Mother:_____ Both: x
- (c) Other Family Members--Grandparents:_____ Aunt:_____ Uncle:_____ Older siblings: 2 Younger siblings:_____ Other:_____
- (d) Mother's _____ Father's _____
Birthplace: Hamilton, Ga. Birthplace: Decatur, Ga.
- (e) Educational status of parents or guardian
Highest grade attended and/or completed in school
1. Father--1 2 3 4 5 6 7 8 9 10 11 (12) College, 1 2 3 4
2. Mother--1 2 3 4 5 6 7 8 9 10 11 (12) College, 1 2 3 4

Mr. and Mrs. U are native Georgians. Mrs. U, a woman of average height and size, is over 35 years of age; however, she looks younger. She greeted the writer warmly and said that she was expecting her. The writer interviewed Mrs. U, by appointment, on Sunday afternoon because that was the only time available to Mrs. U.

Home and family relationships

Mr. and Mrs. U, their four children and Mr. U's mother live in a large two-family frame house. They have a six-room apartment. The family has lived in Atlanta for twelve years and at their present address for four years.

According to Mrs. U, her husband seldom goes out with the family. He does not attend church or P.T.A. meetings with her nor do they visit family or friends together. Mr. U prefers to go alone.

Environmental factors

The neighborhood in which this family lives has once been a lovely residential area occupied by whites. The very large houses are located on tree lined streets. Many of them have been converted into multiple dwellings and they are in need of paint and repairs. Mrs. U said that some of her neighbors are undesirable; therefore, she would like to move to a better neighborhood and buy a home.

Economic status

Mrs. U is employed as a saleswoman in a sizeable department store in Atlanta. She earns \$200.00 a month. Mr. U is a self-employed house painter. She said that he earns about \$300.00 a month. Both parents are employed full-time. Mr. U is not fully happy with his work, but Mrs. U finds her work fully satisfying. The family finances are managed jointly. They do not have a bank account.

Cultural factors

Mrs. U regularly attends church and she takes her children with her. The parents whip their children and deprive them of privileges when their behavior makes it necessary. Mrs. U is affectionate toward their children, but she regrets that she does not have more time to spend with them. The children usually discuss any problems that they have with her.

The U children take daily baths in summer and twice weekly in winter. Their mother helps them bathe and tucks them in bed by 9:00 P.M. Most of the time they eat at the table with adults; they choose unassisted by their parents the movies and television shows to view. Mr. and Mrs. U teach their children politeness as well as how to protect themselves physically. The children's grandmother cares for them in the absence of their parents. A doctor is called when members of the family are ill.

Mrs. U does not approve of pre-marital sexual relations; however, she does hold that those who have been victimized by such an occurrence should be given every human consideration. She has done very little traveling, but she likes to travel and she hopes that her children will travel more extensively than their parents. Neither of the Us vote.

The family owns a piano, but none of the children take music lessons. They have a car, telephone, radio, console television set, Hi-Fi set, and an electric refrigerator. Mrs. U said that she regularly reads two local daily newspapers and one Negro monthly magazine. Her favorite television shows are: "T.V. Gospel Time," "Secret Storm," and "Lassie." She enjoys listening to music on radio stations WAOK, WIGO, and WSB.

Attitudes toward life

Mrs. U hopes that her children will finish college and become doctors. She would resort to legal measures if she thought it would prevent her children from becoming drop-outs. Mrs. U is undecided whether or not Negroes are inferior to whites.

Attitudes toward school

Mrs. U believes that teachers should continue her children's training for good citizens. The school should be partially responsible for training children in good manners, Bible reading, prayer, sex education, and in the observance of religious holidays.

The family should provide the child with a quiet place to study and encourage him. Mrs. U is satisfied with the education that her children are getting and she thinks that their teacher is doing a good job of teaching them. She is undecided whether they would get a better education in a predominately white school. Mrs. U's two children who participated in the Head Start Program were helped a great deal by the trips they took; in their learning how to adjust to children their own age; and in their learning of the social graces. She said that her children's teacher, whom she knows very well, is very friendly.

Mrs. U believes that her children would get the following benefits from an education: a better job, choice of a better community in which to live, a better social group life, better choice of a mate for marriage, and a better choice for participating in community activities. Of these, she thinks that "a better job" is the most important. She thinks that teachers are better able to assist in rearing her children in these areas: assisting with home work and teaching the social graces.

Interpretative summary of the case

Mrs. U appears to have worked out devious ways to cope with Mr. U's behavior so that she and the rest of the family can endure the pressures caused by her husband with the minimum amount of frustration. She seems to have an ally in her mother-in-law.

Case 21, Mrs. V

(a) Head Start Child--Boy: x Girl: _____ Both: _____

(b) Parents in the Home--Father: _____ Mother: _____ Both: x

(c) Other Family Members--Grandparents: _____ Aunt: _____ Uncle: _____
Older siblings: _____ Younger siblings: _____ Other: _____

(d) Mother's Birthplace: Fulton County, Ga. Father's Birthplace: Fulton County, Ga.

(e) Educational status of parents or guardian
Highest grade attended and/or completed in school
1. Father--1 2 3 4 5 6 7 8 9 10 11 (12) College, 1 2 3 4
2. Mother--1 2 3 4 5 6 7 8 9 10 (11) 12 College, 1 2 3 4

Home and family relationships

Environmental factors

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community does not afford the opportunities she would like to give her child.

Economic status

According to Mrs. V their total family income is approximately \$450.00 to \$500.00 a month. Her husband earns \$75.00 a week as a truck driver. She is employed as a doctor's assistant and she earns \$45.00 a week. Mrs. V manages the family income because she is more proficient in this area. Both parents find their work moderately satisfying.

Cultural factors

The Vs are not "club minded." The only groups to which they belong are the P.T.A. and church. However, they do not regularly attend church but their child frequently attend Sunday school. Mrs. V said that she is affectionate toward her son. He is generally obedient so they do not find it necessary to punish him often; however, when it is required they spank him and withhold privileges.

When their child is ill Mrs. V uses home remedies, the doctor, and the clinic, in that order. She helps her son with his daily bath and he is in bed by 9:30 P.M. Most of the time he eats at the table with the adults. He chooses without help from his parents the movies and television shows that he wishes to see. Mr. and Mrs. V teach their son to be polite and he is also taught to defend himself physically. In their absence he is cared for by his grandmother.

Mrs. V has not done much traveling out of the State of Georgia, but she and her family sometimes take short trips together in the family car. They do not own any musical instruments, but they have a console radio, console television set, Hi-Fi set, electric refrigerator, telephone, and a car. She has no favorite radio or television programs, but she likes movies. Both of the Vs vote. Mrs. V said that she regularly reads three local daily newspapers and five monthly magazines.

She disapproves of pre-marital sexual relations not so much because of moral or religious reasons, but because of the cloud under which the out-of-wedlock child lives. Society should not penalize these children because of their parents' mistakes.

Attitudes toward life

Mrs. V regrets that she left school to get married. She would return to school and train to become a nurse, if she could afford the time and money. She will use all of her persuasive powers to prevent her son from becoming a drop-out because she wants him to finish college and become a professional in his chosen field. Although Mrs. V is not unhappy with her life as it is, she realized that she would

have many more advantages open to her if she were a college graduate. She does not believe that Negroes are inferior to whites.

Attitudes toward school

Teachers, said Mrs. V, "should assume the responsibilities of parents when children are in their care." Parents should lay the foundation for good citizenship and they should provide a quiet place for their children to study, but the school should assist parents in teaching good manners, sex education, Bible reading, prayers, and in the observance of religious holidays.

Mrs. V said that she knows her child's teacher to a moderate degree. She thinks that the teacher is doing a good job of teaching him and she is satisfied with the education that he is getting, but she believes that he would get a better education in a predominately white school. The teachers are friendly in the school where her child attends. The Head Start Program benefited her son by making it possible for him to go on trips, to learn new games and rhymes, and by providing the opportunity for him to be with his peer group. She felt that the program was a good one.

Mrs. V believes that an education would enable their son to "get a better job" and have a better social group life." To her, "getting a better job" is the most important benefit to be derived. She thinks that teachers are better able to assist her in rearing her son in these areas: assisting with home work, teaching the social graces, and building moral and religious values.

Interpretative summary of the case

This seems to be a stable family in terms of cohesiveness, sharing activities and responsibilities, and in planning together.

Mrs. V did not make it clear to the writer why she felt that her son could be better educated in a predominately white school since she had said that she was satisfied with his education in the all Negro school.

PROFILE SHEET

Case 22, Mrs. W

Identification

- (a) Head Start Child--Boy: x Girl: Both:
- (b) Parents in the Home--Father: Mother: Both: x
- (c) Other Family Members--Grandparents: Aunt: Uncle:
Older siblings: 1 Younger siblings: Other:
- (d) Mother's Father's
Birthplace: Fulton County, Ga. Birthplace: Decatur, Ga.
- (e) Educational status of parents or guardian
Highest grade attended and/or completed in school
1. Father--1 2 3 4 5 6 7 8 9 10 11 (12) College, 1 2 3 4
2. Mother--1 2 3 4 5 6 7 8 9 (10) 11 12 College, 1 2 3 4

The writer interviewed Mrs. W at the school where her children are in attendance. She was a pleasant young woman between the ages of 25 and 30 years. Her manner was reserved, but her response to questions was prompt and thoughtful. She said that she understood why she was being interviewed.

Home and family relations

Mr. and Mrs. W and their two children live in a five-room apartment in a public housing project. She has lived in Atlanta for three years. Two years ago she moved to her present home because she wanted to live near a friend and because the rent was cheap.

Mrs. W said that she has a very happy marriage and she is satisfied with her family life "as it is." Her husband is a good provider, and he spends a portion of his leisure time engaging in activities with the family. The Ws travel together as a family. They generally travel in their car, but sometimes they go by plane. Mrs. W has traveled fairly extensively in the United States and she has been to Canada. She finds her role as a housewife moderately satisfying.

Environmental factors

The housing project where this family lives is not old, but it is beginning to look "run-down." The houses need repairing and the grounds need landscaping. The entire neighborhood lacks adequate recreational and cultural facilities. There are no public playgrounds, community or recreation centers, libraries, or activities to meet the need for leisure time.

Economic status

Mr. W is employed as a brick mason and foreman. He earns between \$125.00 and \$150.00 per week. He is employed full-time and he enjoys his work. The family finances are managed jointly. They have no savings.

Cultural factors

The only organizations to which the Ws belong are the church and P.T.A. They attend church occasionally and their children go to Sunday School infrequently; however, both parents frequently go to P.T.A. meetings. Mrs. W said that they never have trouble making their son, who participated in the Head Start Program, obey yet she indicated that both parents occasionally find it necessary to punish him by depriving him of privileges and spanking him. She said, "Our boy does not fear us because we love him." When they are absent the child's grandmother cares for him. He eats at the table with adults most of the time, chooses without help from his parents his own television shows and movies. Mrs. W helps him with his daily bath after which he goes to bed at 8:30 P.M. They use home remedies and the doctor when their children are ill. The W youngsters are taught to be polite also how to protect themselves physically.

Mrs. W said that she has not given much thought to pre-marital relations and out-of-wedlock children. Her reply to the writer's question regarding her feelings about pre-marital pregnancy was, "It's unfortunate, but to each his own."

The family owns a guitar and clarinet which father and son are learning to play. They also have a console radio, television set, Hi-Fi set, telephone, electric refrigerator, and a car. Mrs. W enjoys listening to jazz, popular music, and the news on radio stations WQXI, WERD, and WIGO.

Her favorite television programs are: "Peyton Place," "I Spy," and "The Fugitive." She said that she regularly reads two local daily newspapers and two monthly magazines. Both parents vote.

Attitudes toward life

Mrs. W always wanted to be a nurse, but she had to quit school, and go to work. She wishes that she could return to school. The Ws want their child to finish college and become a professional in his field of interest. In the event that he does become a drop-out Mrs. W would do her best to encourage him to return to school. In spite of wanting her children to have a better life than hers and more economic security, Mrs. W maintained that she is contented with her life. She does not believe that Negroes are inferior to whites.

Attitudes toward school

Mrs. W thinks that the schools should not only be responsible for the academic training of children but they should assume part of the responsibility for teaching good manners, Bible reading, prayer, sex education and the observance of religious holidays. She said that she knows her child's teacher to a moderate degree. She thinks that the teacher is doing a good job of teaching him and she is satisfied with the education that he is getting, but she believes that he could get a better education in a predominately white school. The teachers are very friendly in the school where her child attends. Mrs. W believes that an education will enable her children to get the following benefits: a better job, choice of a better community in which to live, and a better social group life. Of these benefits, she thinks that a "better job" is the most important. She thinks that teachers are better able to assist in rearing her child, in counseling and giving advice.

The Head Start Program helped her child by providing the opportunity for him to be with other children his age. As a result he became less self-centered and selfish. He learned to share; to eat better; he learned rhymes and he enjoyed the trips that he took. Mrs. W would not have had the time or money to provide these experiences for him.

Interpretative summary of the case

Mrs. W appears to have adjusted to her way of life, but she has set goals for her children which she did not attain. She knows from experience that each succeeding generation, of necessity, must be better prepared academically. Thus, she sees her role as encouraging her children to get an adequate education.

PROFILE SHEET

Case 23, Mrs. X

Identification

- (a) Head Start Child--Boy: x Girl: Both:
- (b) Parents in the Home--Father: Mother: Both: x
- (c) Other Family Members--Grandparents: Aunt: Uncle:
Older siblings: 3 Younger siblings: Other:
- (d) Mother's Father's
Birthplace: Covington, Ga. Birthplace: Greensboro, Ga.
- (e) Educational status of parents or guardian
Highest grade attended and/or completed in school
1. Father--1 2 3 4 5 6 (7) 8 9 10 11 12 College, 1 2 3 4
2. Mother--1 2 3 4 5 6 (7) 8 9 10 11 12 College, 1 2 3 4

Mr. and Mrs. X are native Georgians. She is a buxom woman over 35 years of age. An appointment between the writer and Mrs. X was scheduled to take place at school when Mrs. X came to pick up her children. She was late arriving because she was delayed at home and as a result she was agitated. She became relaxed and cooperative after the interview started.

Home and family relationships

The Xs and their four children live in a seven-room brick house that they are buying. Although she has lived in Atlanta most of her life, she has lived at her present address for six years. Their former home was taken over by the urban renewal program. They settled in the present community because they found the type of house that they wanted and could afford to buy.

According to Mrs. X, the family is closely-knit. They undertake family projects, travel together, share interests and experiences with their children. They frequently attend together church and Sunday School. Mr. X provides for his family the best that he can. Mrs. X said that he is a good spouse and father.

Environmental factors

Mrs. X said that she likes the neighborhood where she lives because her neighbors are friendly and they take an interest in their home. The homes in her immediate environment are "fairly nice." She recognizes the inconveniences and inadequate facilities in the

community as a whole, but she is willing to accommodate to them because she likes her home.

Economic status

Mr. X earns \$100.00 a week as a machine operator. The family has no other source of income nor do they have a savings account. Mrs. X is fully satisfied with her role as a housewife and her husband enjoys his as a mechanic.

Cultural factors

Mrs. X said that she belongs to a civic club and she frequently participates in church activities and the P.T.A. She admits to having the usual problems of parents in making her children obey, but she does not consider these as being serious. The children do not fear her. Punishment is meted out occasionally, but it is limited to spankings and withholding of privileges.

The X children bathe daily with the help of their mother after which they go to bed at 8:30 P.M. They choose without help from their parents the movies and television shows that they wish to see. They eat at the table with adults most of the time. They are seen by a doctor when they are ill. An older sister cares for the younger siblings when their parents are away from home. The X's children are taught to be polite and also how to defend themselves physically.

Mrs. X has never been out of the State of Georgia. Members of the family own a piano, flute, and a recorder. The family also has a console radio, television set, Hi-Fi set, electric refrigerator, telephone, and a car. Both Mr. and Mrs. X vote. She said that she regularly reads three local daily newspapers and one Negro monthly magazine. Her favorite television programs are: "Peyton Place" and the ball games. She listens to popular music on radio stations WAOK and WSB. Mrs. X does not approve of pre-marital relationships because it is wrong morally and religiously.

Attitudes toward life

Mrs. X said that she quit school because her family was too large and her parents could not provide for them. She looked upon marriage as a way out of a frustrating situation. She is determined to encourage her children to remain in school and get a college education for she sees the need for them to be better educated than their parents. She wants all of them to train for a profession of their choosing. Mrs. X is undecided whether or not Negroes are inferior to whites.

Attitudes toward school

According to Mrs. X, teachers should be responsible for the academic training of her child and his training for good citizenship. If the child needs to be scolded or spanked the teacher has a right to punish him in the same manner as his parents. The school should be partially responsible for teaching good manners, Bible reading, prayers, sex education, and in the observance of religious holidays. Parents should also teach him in these areas to the best of their ability. They should provide the child with a quiet place to study and assist him with his home work.

Mrs. X knows her child's teacher to a moderate degree. She thinks that his teacher is doing a good job of teaching him and she is satisfied with the education that he is getting, but she is not sure that he would get a better education in a predominately white school.

Mrs. X believes that her child would get the following benefits from an education: a better job, choice of a better community in which to live, a better social group life, better choice of a mate for marriage, and a better choice for participating in community activities. Of these, she thinks that "a better job" is the most important. She thinks that teachers are better able to assist in rearing her child in counseling and giving advice, offering encouragement, and teaching the social graces.

The Head Start Program was a very good one. Her son profited from the trips taken, his experiences with other children his age, and he is more aware of the social graces.

Interpretative summary of the case

Mrs. X feels confident that she charted her life in the best way that she knew; therefore, she has no regrets. She feels that her children have greater opportunities than she had and they should avail themselves of educational opportunities to carve out a better and more productive life for themselves than did or have their parents.

PROFILE SHEET

Case 24, Mrs. Y

Identification

- (a) Head Start Child--Boy: x Girl: Both:
- (b) Parents in the Home--Father: Mother: Both: x
- (c) Other Family Members--Grandparents: Aunt: Uncle:
Older siblings: Younger siblings: Other:
- (d) Mother's Birthplace: Atlanta, Georgia Father's Birthplace: Atlanta, Georgia
- (e) Educational status of parents or guardian
Highest grade attended and/or completed in school
1. Father--1 2 3 4 5 6 7 8 9 10 11 12 College, 1 (2) 3 4
2. Mother--1 2 3 4 5 6 7 8 9 10 11 (12) College, 1 2 3 4

Mr. and Mrs. Y are native Atlantans. She is a stout middle-aged woman with a pleasant out-going manner. Mrs. Y was expecting the writer; therefore, she stopped tending her flowers to talk. She talked about her family with pride and enthusiasm.

Home and family relationships

Mr. and Mrs. Y are buying a beautiful brick home in the community where she grew up, where their home is located on one of the better streets in that area. They and their five children live in a seven-room one-family house. They have always enjoyed doing things together as a family. She has the confidence of her children. They usually discuss their problems with their parents. Their oldest son is now in the armed forces. According to Mrs. Y their younger children are doing quite well in school and she is looking forward to all of them graduating from college and becoming professionals in their fields of interest.

Mrs. Y said that her husband is a good provider and he is kind. He manages the entire family income because he is the better manager. Mr. Y seldom goes on trips with the family. Mrs. Y generally travels with the children and they go by train. She has done very little traveling out of the State of Georgia.

Environmental factors

The Y home is located within the city limits very near busy thoroughfares, but it is unique in that its location is in a wooded

area surrounded by so many trees that it is isolated from much of the ugliness in the neighborhood. It is a lovely modest home with beautiful flowering plants. All of the houses on the street, except one, adds to the attractiveness of the street.

Economic status

Mr. Y is employed as a clerk. He earns \$400.00 a month. In addition to this they receive \$40.00 a month from another source. They are able to meet the notes on their home and live fairly comfortably on this amount. Her husband's work is fully satisfying.

Cultural factors

The Ys are not "club minded." They belong to no clubs or organizations except the P.T.A. which Mrs. Y frequently attends. They and their children go regularly to church and Sunday School. The children are taught to be polite as well as how to protect themselves physically. They occasionally eat at the table with adults. They choose their own television shows and movies. They are cared for by an older sibling in the absence of Mr. and Mrs. Y. The children bathe four times a week with the help of their mother. They go to bed at 9:00 P.M. When they are ill they are attended by a doctor. Mrs. Y said that they occasionally have trouble making their children obey. She and her husband frequently punish them by depriving them of privileges and spanking as a last resort. Their children do not fear them because they are confident of their parents' love.

Mrs. Y does not sanction pre-marital relations, but she believes that where out-of-wedlock children are concerned, love and understanding should govern our attitudes. These children should have every advantage given any other child.

Mrs. Y said that she regularly reads three daily, local newspapers and six monthly magazines. She and her husband vote. Her favorite television programs are "Andy Griffin Show," "Today in Georgia," and "Today Show." She does not have a particular radio program that she prefers. Other than a flute owned by her son, there are no other musical instruments in the home. They have a telephone, electric refrigerator, console radio, television set, Hi-Fi set, and a car.

Attitudes toward life

Mrs. Y always wanted to travel extensively and she wanted to become a nurse. Although her father's illness prevented her from continuing in school, she believes that she would have eventually returned to school if she had not married. She would return to school if she had the opportunity.

Attitudes toward school

According to Mrs. Y, a college education is the only avenue that her children will have to a better life than their parents. She believes that an education will help her children to achieve all of the benefits listed below: a better job, choice of a better community in which to live, a better social group life, better choice of mate for marriage, and a better choice for participating in community activities. Of these benefits, "getting a better job" is the most important. She thinks that teachers are better able to assist in rearing her child in these areas: assisting with home work, teaching the social graces and disciplining.

She said that the school and family should work as a team in developing the child to his maximum capacity. Both institutions should share in teaching good manners, sex education, Bible reading, prayer, and in the observance of religious holidays. Mrs. Y said that she is satisfied with the education that her child is getting. His teacher, whom she knows to a moderate degree, is doing a good job of teaching him, but she is not sure he would get a better education in a predominately white school. The teachers in the school where her child attends are very friendly. The Head Start Program was of some benefit to her child. It enabled him to go on trips and to participate in activities with his peers. These experiences helped him to develop self-confidence. She was thoroughly satisfied with the program.

Interpretative summary of the case

Experience has taught Mrs. Y to appreciate the advantages derived from an education. Members of her family who have finished college and those who have some college training are making worthwhile contributions to society. She is proud of their achievements because she and Mr. Y played an important part in helping them to attain their goals.

PROFILE SHEET

Case 25, Mrs. Z

Identification

- (a) Head Start Child--Boy:_____ Girl: x Both:_____
- (b) Parents in the Home--Father:_____ Mother:_____ Both: x
- (c) Other Family Members--Grandparents:_____ Aunt:_____ Uncle:_____ Older siblings: 3 Younger siblings:_____ Other:_____
- (d) Mother's _____ Father's _____
Birthplace: Covington, Ga. Birthplace: Decatur, Ga.
- (e) Educational status of parents or guardian
Highest grade attended and/or completed in school
1. Father--1 2 3 4 5 (6) 7 8 9 10 11 12 College, 1 2 3 4
2. Mother--1 2 3 4 5 6 7 8 9 10 11 (12) College, 1 2 3 4

The Zs are native Georgians. Mrs. Z has lived in Atlanta over forty years and she and her family have resided in their present home ten years. She is physically attractive with a pleasant manner. She was able to respond to questions without being prompted. The writer interviewed her in the school, where her child attended, when she came to take her home.

Home and family relations

Mrs. Z said that she, her husband, and their four children live in a six-room house which they are buying. Mr. Z is home a good bit of the time when he is not at work, but he seldom engages in family undertakings. It is left to Mrs. Z to plan wholesome activities for their children. She said that her husband is kind to the family and he provides for them the best that he can.

The Z children are cared for by their grandmother when their parents are away from home.

Environmental factors

Mrs. Z said that she does not like the neighborhood where she lives. The streets are unpaved, garbage is seldom picked up, buses run irregularly, most of the houses are in need of repairs, and the neighborhood is overcrowded. She moved into that community because they found a house large enough and one that they could afford to buy. She would like to live in a more attractive area.

Economic status

Mr. Z receives \$107.00 a month pension. He is employed as a construction worker and earns \$65.00 a week. Mrs. Z earns \$18.00 a week as a maid. She finds her work slightly satisfying while her husband enjoys his work. Their family finances are managed jointly. Both share in paying the bills.

Cultural factors

The Zs belong to no clubs or lodges. They belong to church, but they do not regularly attend services nor do their children go to Sunday School often. She frequently attends P.T.A. meetings.

Mrs. Z said that her children fear her. She frequently has trouble making them obey yet she only punishes occasionally. They eat at the table with adults most of the time. They choose the movies and television shows of their own preference. The children are sent to the clinic when they are ill. Mrs. Z helps her younger children bathe daily and "Wash up every morning." They go to bed at 9:00 P.M. She teaches her children to be polite as well as how to protect themselves physically.

The family does not own any musical instruments, but they have a console radio, a television set, Hi-Fi set, electric refrigerator, car, and telephone. Mrs. Z has no favorite radio program, but her preferences in television shows are "As the World Turns," "Ed Sullivan Show," and "Edge of Night." She said that she regularly reads two local, daily newspapers and five monthly magazines. Mr. and Mrs. Z vote.

Attitudes toward life

After Mrs. Z finished high school she got married instead of training to become a nurse. She said that this was an unwise decision, but she considers it "a closed chapter" in her life. Although she has no interest in returning to school, she will do all within her power to encourage her child to finish college and become a teacher.

Attitudes toward school

According to Mrs. Z, the home should lay the foundation for the child to become a good citizen. The school should be responsible for the child's academic training and partially responsible for teaching the child good manners, sex education, prayer, Bible reading, and to observe the religious holidays.

Mrs. Z knows her child's teacher to a moderate degree. She was unable to say whether the teacher is doing a good job of teaching her or whether she is satisfied with her child's education. The teachers in the school are reasonably friendly. Mrs. Z is not sure that her child would get a better education in a predominately white school nor is she sure whether Negroes are inferior to whites.

She confessed that she knew very little about the Head Start Program because she was never able to observe it in operation, but it enabled her child to go on trips that she could not take her and it helped her to get along better with children her age.

Mrs. Z believes that an education will enable her child to get these benefits: a better job, choice of a better community in which to live, a better social group life, better choice of mate for marriage, and a better choice for participating in community activities. Of these benefits, "getting a better job" is the most important. She thinks that teachers are better able to assist her in rearing her daughter by helping with home work assignments.

Interpretative summary of the case

Mrs. Z seems to have a resigned acceptance attitude about her life, but she implies that she wants their children to have a richer, more stimulating life than their parents. Except for stating that she wanted her children to finish school, Mrs. Z had very little awareness of what was happening to them academically. She appeared to have a poor self-image and she was unsure whether Negroes or whites were superior.

CHAPTER III

SUMMARY

The twenty-five subjects were mothers of children who participated in the Head Start Program at the Wesley Avenue School. Many of these subjects were born in small communities in Georgia, but have lived in Atlanta most of their lives (see Table 5).

The setting for the study was an all Negro, underprivileged, low socio-economic community. The neighborhood is severely limited with respect to recreational facilities. There are none of the usual recreational facilities available in the immediate community except for a partially developed park which resulted from the efforts of the school. The only character building institutions in the area are the school and several small churches.

The ages of the subjects in the study ranged from 20 to 36 and more years, with 60 per cent of the mothers ranging from 20 to 35 years of age.

Eighty-eight per cent of the respondents were married, one or 4 per cent each were separated, single, and widowed. None was reported as being divorced. The family structure appeared to be stable.

Most of the Head Start children lived with both parents, and many of them have older and younger siblings. The average number of

children per family is 4.1. The low average income of the subject-families qualified their children for admission to the Head Start Program.

The homes of these persons are furnished with a number of modern contrivances, such as: telephones, televisions, radios, cars, and either electric or gas refrigerators. Missing from the homes were books, magazines, classical record albums, and the like, which would contribute to the cultural and educational enrichment of the child. Further, the radio and television programs to which family members listened did not contribute to the cultural and educational enrichment of the child. The data revealed that the mothers' reading was confined to the local daily newspapers and monthly magazines. Many of the mothers did not regularly read anything, but relied on the radio and television for news. Their tastes in music were rhythm, blues and religious songs. Their television interests were mainly soap operas and variety shows. According to the interviews, few of the mothers took their children on educational tours within the city and even a lesser number had traveled with or without their children outside of Georgia.

Few of the families had other than their immediate family living with them. A majority of the homes had three rooms, excluding the kitchen and bathroom. Most of the mothers were housewives. Almost all of the fathers were employed full-time as laborers or blue collar workers.

Although the subjects in the study could be classified as having low socio-economic status, their educational aspiration for their children were oriented toward middle-class ideals. Most of the mothers wanted their children to be professionals as indicated by choice of such fields as: medicine, nursing, teaching, and social work. It is significant that these mothers named only the helping professions despite the present emphasis on vocations related to nuclear and space science.

It was surprising, that the data revealed that many of the mothers had a low self-image. Most of the mothers felt that Negroes were inferior to whites or were not certain whether they were inferior to whites.

Eighty-eight per cent of the mothers vote while only fifty-six per cent of the fathers vote. Interviews with the mothers appeared to indicate that their husbands were not sufficiently motivated to vote.

There was a tendency for disciplinary problems to be left to the mothers. There is a greater degree of companionship between mothers and children than between fathers and children. This may be occasioned by the fact that the mothers, for the most part, are at home.

The mothers had a higher educational achievement than the fathers. Eighty-four per cent of the mothers completed ninth grade and above as compared to sixty-four per cent of the fathers.

Most of the families would appear to be marginal livers, in spite of family income; for only two of these families indicated

that they had savings accounts or bank balances.

Universally, these twenty-five mothers and their families appeared to hold the Wesley Avenue School, its teachers and the activities in the highest esteem and respect.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Rationale.--We live in a society which is increasingly beset by problems, both personal and social, which stem to a great extent, from the impact of the inventions and discoveries of science and their technological applications to man and his environment. Automation and cybernation are replacing men in unskilled and semi-skilled jobs. Other factors such as population shift from rural to urban communities, population explosion, and increased life expectancy have contributed to large scale unemployment and in turn poverty and slums.

Automation and cybernation are beginning to play a major part in determining the role of the family in our society. "We once thought that the way people would be taken up in our society, the way people would fight their way up out of poverty was to go into the unskilled and semi-skilled factory jobs and learn in the process. But we now have an economy which, through automation and cybernation is destroying precisely those jobs."¹

More and more we are becoming aware of the constant emergence of the disadvantaged segment in our population. We cannot turn a deaf

¹Michael Harrington, Poverty in Affluence, A Report delivered at the 33rd General Assembly, Council of Jewish Federation and Welfare Funds (St. Louis, Mo.: November, 1964), p. 7.

ear to those who are in need without all of society paying the price.

It has been said that "poverty breeds poverty." The interaction of the field of forces upon those families living in impoverished circumstances interferes with the development of the total individual. Poverty has had its impact on the psychological climate in which they operate. It has caused families living in slums to lack confidence; they often have a low level of aspiration; creativity is stymied; desire to compete in the mainstream of our American way of life is absent; and they possess a low self image. These negative attitudes on the part of the adult poor and disadvantaged are passed on to the children.

These factors which characterize the poor and disadvantaged manifest themselves very early in the lives of the children who live in slums. They come to school already inhibited and seriously handicapped for academic success.

Many of our future citizens will never be able to develop to their maximum capacity without outside help. Poor individuals or families have a high probability of staying poor. Low incomes carry with them high risks of illness; limitations on mobility; and limited access to education, information and training. Poor parents cannot give their children the opportunity for better health and education needed to improve their lot. Lack of motivation, hope, and incentive is a more subtle but no less powerful barrier than lack of financial means. Thus, the cruel legacy is passed from parent to children.¹

¹Sargent Shriver, Reprinted from The Encyclopedia Americana (New York: Americana Corporation, 1965), p. 5.

It is for these reasons that President Johnson initiated his own bill to augment the fight against poverty, namely, the Economic Opportunity Act. It was passed by Congress in August, 1964.

"Head Start" was one of the many programs started under the Economic Opportunity Act. This project offered resources to communities to develop programs designed to prepare pre-school children to meet the challenges of school and to learn to succeed rather than to fail. The program gives these underprivileged children the "head start" they need for beginning school on a level with their more fortunate classmates.

This approach is supported by the social philosophy inherent in the goal of President Johnson's "Great Society."¹ In it he has attempted to define what is conceived as the nature of a good life and a good society. Paramount in the "Great Society" is our concern for our children. Paralleling the concern for the academic achievement of our children is the necessity of the concern that they play a more responsive and responsible role as citizens.

This is imperative because "the parents are agents of the culture in which the child lives. They continually define his world in terms of things that he must do, that he should do. The family teaches basic human behaviors and feelings as we conceive them. He (the child) is influenced, in turn, by standards exemplified by the behavior of the adults in his family. The child learns by imitation.

¹Lyndon B. Johnson, "Blueprint for Progress," The Democrat IV, Washington, D. C. (November 21, 1964), p. 4.

He picks up these learnings by emotional identification with, and social imitation of the parents. Through this process he learns in time to want to be like his parents."¹

Significantly, there is a growing recognition that a closer and continuing partnership between the home, school, community, and government (Federal, State, local) is essential, if we are to develop future citizens who are mentally alert, socially secure, emotionally adequate, and physically strong. Although the school has broadened its function to the comprehensive objective of preparing the child for social living, nevertheless, it cannot be expected to make up for the deficiency in his growth and development that stems from deprivations in living conditions in the home, and in the community.

It seems probable, then, that an investigation of the attitudes of parents of "Head Start" children in relation to aspiration, child rearing, school, and life interest will yield much data. This can help determine how aware parents are of their role in the educational outcome of their children and how accepting they are of this new role.

Additionally, identification of the positive attitudes which the parents hold in relation to the four areas: levels of aspiration, child rearing, school, and life interest under study will contribute to a fuller utilization of parent potential in the child's early education.

¹William S. Jackson, "Housing as a Factor in Pupil Growth and Development" (unpublished Ph.D. dissertation, School of Education, New York University, 1954), p. 12.

Then, too, knowledge of the negative attitudes will assist in bringing about changes in attitudes where change is needed.

Evolution of the problem.--The writer taught in several schools in New York City where the pupils were of different socio-economic statuses. The students in one of the schools were from white families of middle and lower-class social status. The parents of the middle-class children were frequently in the school. They were keenly aware of what was going on and they were actively engaged in the activities of the school as volunteer helpers and in their work with the P.T.A. These parents pressured their children to compete academically.

The lower-class white parents were mostly Puerto Rican. They rarely visited the school; however, they would come when their children were in a performance. Children from these families were in the minority. They were often poorly clothed, had poor habits in health and personal hygiene and very little verbal facility. They more or less kept to themselves. One realizes that the language barrier was partly responsible for this.

The second school was located in the Negro slum of Central Harlem. The lower-class parents of these children generally failed to respond to the request of the teacher to talk with her when their child had committed an offense. Most of the families were headed by a female who usually worked and was away from home all day. The fathers of the children had either deserted or they were out-of-wedlock. Many of the families received Public Assistance while others worked for salaries which were below subsistence level.

From this community came a large percentage of juvenile delinquents, drop-outs, and out-of-wedlock children. The parents and children had a defeatist attitude about their plight. They had a low level of motivation and aspiration. These parents and their children, for the most part, were belligerent, sullen, angry, uncommunicative, and suspicious. They considered anyone with authority as their enemy, whether it was the policeman or teacher.

The third school was in suburbia (The Borough of Queens). This was a predominantly Negro middle-class and lower-class neighborhood. The Negro and white parents either owned their homes or were buying them. Many of the children came from homes which included both parents. Some of the others were children who received foster care from families in the community. The middle-class parents took an active part in the P.T.A., Cancer Drive, Polio campaign and in many other civic, religious, and social activities. The lower-class took a marginal interest in community activities.

Through the writer's observations in each instance described above, she became aware of the fact that middle-class parents were more highly motivated than the lower-class in the four areas to be considered in this study. However, there were a number of parents in the latter class who were as highly motivated as those in the middle-class. Although these were in the minority, the writer suspects the interaction of other environmental factors and the personality of these families might have been responsible for this difference.

The writer believes that a positive social climate or the home and good family relationships serve as a "stabilizer" in the growth

and development of the children. It will be interesting to note if the children who participated in the "Head Start" program came from homes of this type.

Contribution to educational knowledge.--It is hoped that the investigation of this problem will be of educational significance in the following ways:

1. To identify the attitudes that persons in disadvantaged communities hold toward themselves, school, and society in general.
2. To provide ways in which educators can use these attitudes in an effort to broaden the general outlook of low-income parents and their children in our society.

Statement of the problem.--The emphasis in this study was to analyze and interpret the attitudes towards: level of aspiration, child rearing, school, and life interest, of twenty-five Negro mothers whose children participated in the 1965 Head Start Program in a selected elementary school of Atlanta, Georgia.

Purpose of the study.--The major purpose of this research was concerned with identifying and analyzing selected attitudes of twenty-five mothers of children who participated in the Head Start Program at Wesley Avenue School, Atlanta, Georgia, during the summer of 1965. More specifically, this study proposed:

- (1) To determine for these mothers their attitudes toward:
 - (a) Levels of aspiration (personal and family)
 - (b) Practices in child rearing
 - (c) Procedures and programs of the school
 - (d) Patterns of life interests
- (2) To identify the significant factors which contribute to and/or which are associated with the attitudes held by the mothers.

- (3) To identify the positive and/or negative factors which might prove to be relevant as a basis for a better understanding of the attitudes held by these mothers.
- (4) To establish implications which might be used as guidelines for teachers who desire to help mothers from low-income areas to make a more positive and fruitful contribution to the lives of their children.

Limitations of the study.--The limitations of this research lay in at least four areas. The twenty-five mothers were chosen solely from Negro mothers whose children participated in the Wesley Avenue School Head Start Program during the summer of 1965. All information relative to the family was given by the mothers.

The stratification factors took into consideration sex and the socio-economic status basic to the Head Start Program. Hence, the smaller sample concerned with this research is typical of the mothers of the children who qualified for the Head Start Program.

The limitations which are inherent in the questionnaire and interview techniques which pertain to validity and authenticity of responses to questionnaires and/or reactions to interview queries.

The study is further limited in that only four major areas pertaining to attitudes were considered.

Definition of terms.--For the sake of clarity in terminology, the significant terms used throughout this study are defined as follows:

1. "The Poor:

- (a) refers to those whose basic and irreducible

needs exceed their means to satisfy them.¹

2. "Family":

(a) refers to (microcosm of society) teaches basic human behavior and feelings as we conceive them.²

(b) refers to an institutionalized bio-social group defined by a sex relationship sufficiently precise and enduring to provide for procreation and upbringing of children.³

3. "Learning":

(a) refers to a process by which experience leads to change.⁴

(b) refers to the process by which an activity originates or is changed through reacting to an encountered situation, provided that the characteristics of the change in activity cannot be explained on the basis of native response tendencies, maturation, or temporary states of the organism.⁵

¹Poverty in the United States, Reprint from February, 1964, Health, Education, and Welfare, U. S. Department of Health, Education, and Welfare, p. 6.

²Allison Davis and Robert J. Havighurst, Father of the Man (Boston: Allyn and Bacon, Inc., 1950), p. 56.

³Julius Gould and William L. Kolb, A Dictionary of the Social Sciences (Toronto, Canada: Collier-Macmillan Canada, Ltd., 1964), pp. 257-258.

⁴John R. Altmeyer, "Learning Disabilities - Diagnosis and Treatment," Programming for Education and Treatment (Madison, Wisconsin: Child Care Seminar, 1962), p. 1.

⁵Gould and Kolb, op. cit., p. 381.

4. "Attitude":

- (a) refers to an affectively toned idea or group of ideas predisposing the organism to action with reference to specific attitude objects.¹
- (b) refers to the preparedness that exists within the organism for some future activity.²
- (c) refers to the goal of a motive, toward the attitude object.³

5. "Poverty":

- (a) refers to that which is characterized or evidenced by high employment rates, the proportion of a community's families on welfare and the number of families with income below \$3,000.00.⁴

6. "Cybernetics":

- (a) refers to a body of theory and research concerned with man, other organisms, and machines.⁵

7. "Cybernation":

- (a) derived from cybernetics, refers to the revolution in technology, data processing

¹Hermann Henry Remmers, Introduction to Opinion and Attitude Measurement (New York: Harper and Brothers, 1954), p. 3.

²Ibid., p. 5.

³Ibid., p. 162.

⁴Shriver, op. cit., p. 6.

⁵Gould and Kolb, op. cit., p. 176.

through the use of machines, thinking machines, push buttons "a wedding of automation and the computer."¹

8. "Lower-class":

- (a) refers to the people everyone else looks down upon. They live in the decrepit slum areas. They usually leave school as soon as legally allowed, if not before. They work erratically at unskilled or semi-skilled tasks, and try to find their pleasures where they can. According to Allison Davis, this class are so used to living on the edge of hunger and disaster that they have never learned "ambition" or drive for higher skills or education.²
- (b) refers to Havighurst's description of lower-lower-class. "Members of this class are likely to be passive and fatalistic about their status, though occasionally they will argue that they are "just as good as anybody else." They accept the poorest housing, and the most menial and irregular jobs. Sometimes their families are very large and cannot be supported on the wages of an unskilled worker, thus requiring aid from public or private agencies. Whenever divorce or desertion breaks up a family, the woman is likely to have to secure government Aid to Dependent Children to support herself and her children."³

¹Morris Eisenstein, The Culture of Poverty, A Report at the Target Area Teachers' Course (Mineapolis, Minnesota: March 15, 1965), p. 6.

²Vance Packard, The Status Seekers (New York: David McKay Co., Inc., 1959), p. 35.

³Robert J. Havighurst and Bernice L. Neugarten, Society and Education (2d ed.; Boston: Allyn and Bacon, Inc., 1962), pp. 29-30.

9. "Middle-class":

- (a) refers to the people who comprise the class between upper and lower. They are the semi-upper-class who are mostly confident, energetic, ambitious people who went to college, many of whom began a career somewhere away from their home town or neighborhood. Many are with fairly large organizations where they are decision-makers serving as managers, technologists, or persuaders. The remainder are professional men or successful local businessmen. Members of this group are the hyperactive civic boosters who devote themselves actively to their roles in service clubs, and their wives are powers in the local charity drives.¹
- (b) refers to Havighurst's description of upper-middle-class. This class is made up largely of active, ambitious people. The men are energetic about their jobs as business executives and professional men; the women are energetic at their activities of home-making, club work, P.T.A., and civic organizations. The members of this class do not have aristocratic family traditions, but are often interested in building up such traditions. The great bulk of leadership positions in civic, business, and professional organizations are held by this class: for example, Rotary clubs, the League of Women Voters, the Ministerial Association, etc. Their houses are medium to large in size, neat and well kept. They employ part-time or full-time help. These people are conscious of the importance of money. Most of the families take a summer vacation and almost every family is affiliated with a church. Education is extremely important to people in this group.²

¹Packard, op. cit., p. 34.

²Havighurst and Neugarten, loc. cit., pp. 24-26.

Locale and research-design of study.--Significant aspects of the research-design are characterized in the outlined statements below.

1. Locale and period - The locale of this study was the Wesley Avenue School, in the northeast section of Atlanta, Georgia. This study was conducted during the months of April through June, 1966.
2. Method of research - The Descriptive-Survey Method of research, employing the techniques of specifically designed questionnaire and interview schedules, was used to collect the data requisite to the fulfillment of the purposes of this study.
3. Subjects - The subjects were twenty-five mothers whose children participated in the Head Start Program at the Wesley Avenue School in the summer of 1965.
4. Instruments - The instruments used in this study were: (1) A questionnaire drawn up to secure twenty-five Head Start mothers' opinion in the following areas; (a) Levels of Aspiration, (b) Practices in Child-Rearing, (c) Procedures and Programs of the School, and (d) Patterns of Life Interest. (2) The interview schedule for use with the mothers consisted of nineteen questions designed to provide either supplementary or documentary data pertinent to those sought through the questionnaire instrument. (3) A written notice was sent to all the mothers, whose children participated in the Head Start Program at Wesley Avenue School, asking them to attend an introductory meeting called by the writer and Administrative Assistant of the Head Start Program.
5. Criterion of reliability - The "criterion of reliability" was based on the economic criterion established by the Head Start Program. The sample of the twenty-five mothers is therefore, representative of the population from which they were taken. The interview schedule was used in conjunction with the questionnaire.

The criteria of reliability for appraising the data were the accuracy and authenticity of the responses of the subjects to the items on the questionnaire, together with the responses and reactions during the interviews; and the accuracy and reliability of the official records and statements which constituted the sources of data.

6. Procedure - The procedural steps used in this study were:

- (a) Permission to conduct the study was requested from the proper school officials.
- (b) The subjects used in the study were determined by the writer and the Administrative Assistant in charge of the Head Start Program at the Wesley Avenue School so as to assure the maximum amount of cooperation.
- (c) The literature pertinent to this study was gathered, reviewed and presented in the thesis.
- (d) The appropriate interview sheet and questionnaire was constructed and validated under the direction of staff members of the School of Education.
- (e) The writer and Administrative Assistant met with the subjects as a group to explain the nature of the study and to ask them for their cooperation.
- (f) The writer made home and school visitations to interview each subject.
- (g) The writer explained and distributed a questionnaire to each subject which was returned to her.
- (h) The data were assembled into appropriate tables and/or graphs, and statistically treated as dictated for the fulfillment of the purposes of this research.
- (i) The formulation of the findings, conclusions, implications, recommendations for inclusion in the finished thesis copy.

Summary of related literature.--The literature in the field tends to support the belief that the parents' aspiration level, attitudes regarding child rearing, education, and life interests have a positive or negative effect on the child's growth and development.

Many women who are unemployed would like to work if they had the training for themselves and care for their children. These

mothers could be aided by training programs. It is expected that training for mothers will not only enhance their ultimate prospects for employment, but will be of immediate value in strengthening the family situation and making progress possible for children.

The Head Start Program was designed for children coming from low-income families, whose family income met the requirements of the program and whose family environment are characterized by being culturally disadvantaged or deprived.

Summary of the basic findings.--The basic findings of this research dealing with the attitudes of twenty-five Negro mothers whose children participated in the Head Start Program in the summer of 1965 as presented in Chapters II and III are summarized in the separate statements below.

1. The twenty-five mothers to whom the questionnaires were distributed were Negroes.
2. Of the twenty-five mothers, 88 per cent were born in Georgia and 80 per cent of their husbands were born in the same state. Ninety-four per cent of the mothers and fathers were born in the south.
3. Fifteen or 60 per cent of the mothers were between 20 to 34 years old; whereas, 10 or 40 per cent of them were between 35 to 44 years of age.
4. Most of the mothers were born in small towns, but they have lived in Atlanta most of their lives.
5. The families did not represent a high degree of social instability of broken homes for 88 per cent of the parents were operatively married.
6. There was similarity in the educational goals the twenty-five mothers had set for themselves and those they set for their children. They saw a high school education as their life's achievement while they set the goal of a college education for their children.

7. Over half of the mothers felt that they did not achieve their life's goals.
8. Of the twenty-five families, 80 per cent rented their homes.
9. Few of the families have adults, other than the mothers and fathers living in the home.
10. Sixty per cent of the mothers were not gainfully employed, but 88 per cent of their husbands were employed full-time.
11. Of the 10 mothers who work, all of them are domestics and service workers. Most of the fathers are laborers and blue-collar workers.
12. The average size of the twenty-five families consisted of six persons (two parents and 4 children).
13. Seventy-two per cent of the twenty-five families lived in overcrowded homes in that they lived in houses with four or less rooms.
14. Ninety-two per cent of the mothers were primarily responsible for disciplining their children.
15. Most of the parents want their children to have a college education, to be trained for professions of their choice; in fact they would like their children to have a better life than they had.
16. There did not appear to be any chronic relief cases among these families even though they qualified for the Head Start Program. Two of the mothers in the study received Aid to Dependent Children. One of these was an employed single woman, who was receiving temporary assistance; the other was a grandmother who was a guardian.
17. Books, magazines, newspapers, classical music, art, educational tours, civil rights movements, play insignificant roles in the lives of these families.
18. Although a vast majority of all the heads of the families (male and female) were employed full-time, they can be classified as belonging to the low socioeconomic level for the following reasons: they live in segregated slum areas, they own little property,

their homes are overcrowded, the household goods of some are inadequate and dilapidated, and their incomes are so low they live from day-to-day with scant or no security for the future.

19. Some of the mothers have definite ambitions to better their own, and certainly their children's status. These mothers have stable homes, permanent affiliations with churches; they try to keep their children in school; they want their children to become college graduates and professionals in their fields of interest.
20. All of the families are enjoying such things as automobiles, bathrooms, telephones, Hi-Fi sets, televisions, radios, a few of them have high school educations and take vacations, all of which would have marked them as middle-class in 1920. Nevertheless, they are not middle-class. Many of the symbols of middle-class status have changed in the interim between 1920 and 1965.
21. Many of the parents of the children in the Head Start Program were not rigid and demanding in child-rearing practices. Examples: they were not highly achievement minded, they did not restrict their children in the selection of movies and television programs, and the lives of the children were not scheduled daily with activities selected by the parents.
22. Education is of great importance to these families of lower-class standing when it comes to mobility.
23. These parents have been exposed to middle-class symbols enough to motivate them to have ambitions and drives for higher skills or education for their children which are not generally thought to be a part of the philosophy of the underprivileged.

Conclusions.--The analysis and interpretation of the findings of this research appear to warrant these conclusions.

1. The majority of the twenty-five mothers of Head Start children apparently possessed a self-image marked by feelings of inferiority and dependency.
2. The mothers, in their early years, had a high level of aspiration which they did not achieve.

3. The twenty-five mothers of Head Start children possessed a high level of aspiration for the educational and occupational status of their children.
4. The mothers subscribed generally to low-status practices of child rearing in that they did not pressure their children to achieve academically, they subscribed to physical punishment by the teacher and themselves, they were permissive in their children's choice of television shows and movies, and they gave little direction to the daily leisure time activities of their children.
5. The availability of cultural facilities, years of urban living, the exposure to various types of news media, and the possession of some of the status symbols in themselves did not raise the curtain of cultural disadvantage and/or deprivation from these twenty-five families.
6. The parents need help in raising their estimation of themselves, in the area of child-rearing, and in knowing more about and developing greater participation in their civic responsibilities.
7. The mothers were pleased with the Head Start Program at the Wesley Avenue School and they felt that the teachers were friendly and helpful in enriching the social and educational backgrounds of their children.
8. The Head Start Program provided social, emotional, and intellectual experiences which substantially reconditioned pre-school children into desirable patterns of behavior.
9. The Head Start Program is made meaningful and effective in the training of children through the attitudes toward and concerns for the needs of children which are manifested by the teachers.
10. The teachers and school administrators need to draw on all resources of the school and the community to assist in developing parent potential so that the parents can become a part of the educational team to prepare their children to become responsive and responsible citizens.

Implications.--The implications derived from the findings and conclusions of this research are as follows:

1. The fact that a majority of the mothers have lived in metropolitan Atlanta for many years does not erase the psychological, social, and educational disadvantages and damage caused them by segregation and slum-living. These families, as other American Negro families, receive appraisals of themselves from their culture: in some instances these appraisals have given the twenty-five mothers a self-image that includes feelings of inferiority and dependency.
2. The school, and more specifically the Head Start Program has opened new vistas to the parents and children in this community; however, there is need for continued leadership from them to aid the parents in lifting their levels of aspiration and attaining the goals they set for themselves and their children.
3. The leadership which the Wesley Avenue School is giving in the area of community organization and improvement should help the families mobilize their resources in meeting some of the educational needs and social problems of the community.
4. The loyalties of the families may be increased through continued sharing in such pleasant experiences as: eating together, going to church together, and playing together.
5. The parents of the children of the Head Start Program have been damaged by years of segregation, inferior education; and are ill-prepared to cope with higher standards of education, and are unable to avail themselves of highly skilled and professional jobs now open to them.
6. The educational background of many of the parents limited their interest and motivation in the development of social consciousness and civic awareness.

Recommendations.--The data pertaining to the findings, conclusions, and implications of this study of the attitudes of the

twenty-five Head Start mothers would appear to warrant the following recommendations:

1. That the Head Start Program in urban centers be continued on a wider basis so as to reach all children of pre-school age who can profit from its experience.
2. That more Head Start Programs or similar programs be inaugurated in the remote areas of our country so as to reach the culturally deprived school children and give them educational, medical, social, and cultural advantages that far too many millions have already missed.
3. That school administrators and teachers help parents overcome the system of status quo by expecting more of the parents in the process of educating their children than they expect of themselves.
4. That parents and children be encouraged to feel that "things are changing for the Negro and other disadvantaged groups; for the doors of opportunity are being opened to all who are prepared.
5. That the school assume greater responsibility in raising the vocational horizons of Negro children by orienting parents to the vocational opportunities and the new advances in the field of the physical, natural, and social sciences; and professions previously closed to Negroes.
6. That the teachers seek out many positives in the value systems of the underprivileged families and use them for the enrichment of the educational program.
7. That institutes, in-service courses, and work-shops be sponsored for teachers and other school personnel to acquaint them with the psychological, social, and cultural problems with which poor families are faced.
8. That the school should plan approaches which should be used in the P.T.A., grade conferences, in the Community School Program and the Head Start Program to help the parents raise their sights educationally; change their attitudes toward child rearing; strengthen their self-image; and assume greater responsibilities as citizens.

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VITA

Mary S. Jackson

Education -

A.B., Arkansas A.M. and N. College, Pine Bluff, Arkansas.
Major - Social Studies, English. Professional Diploma,
School of Social Work, Atlanta University. Further graduate
study, Queens College, New York, New York. New York School
of Social Work, New York, New York; Frodham School of Social
Work, New York, New York; Inter-American University,
Saltillo, Mexico.

Experience -

Director of Social Service, Frederick Douglas Hospital,
Philadelphia, Pennsylvania; Employment Counselor, State of
Ohio, Columbus, Ohio; Case Worker, Brooklyn Chapter of the
American Red Cross, Brooklyn, New York; Medical Social
Worker, St. John's Episcopal Hospital, Brooklyn, New York;
Elementary School Teacher, New York City.

Organizational Membership -

Member on Committee on Administration, Phyllis Wheatley
Branch Y.W.C.A.; Member of the Board of Directors of the
Visiting Nurse Association; Vice President, Board of
Directors, Atlanta Chapter, United Nations Association of
the U.S.A.; Member of the Women's International League
for Peace and Freedom; Atlanta University Women's Club;
Partners for Progress; N.A.A.C.P.; Georgia Council on
Human Relations; Inquirers Club; First Congregational
Church.

Personal Information -

Married and the mother of two daughters, and one grandson.

APPENDIX

QUESTIONNAIRE

This questionnaire is a part of a study to analyze the attitudes of mothers of children who participated in the Head Start program at the Wesley Avenue School during the summer of 1965.

DO NOT SIGN YOUR NAME.

Please fill in the Following Blanks:

1. Your Age: 20 yrs. to 24 yrs.____ 25 yrs. to 29 yrs.____
30 yrs. to 34 yrs.____ 35 yrs. to 39 yrs.____
40 yrs. to 44 yrs.____
2. Marital status: Live with husband____ Separated____
Divorced____ Single____ Widow____
3. Mother's birthplace____ Last grade in school____
4. Father's birthplace____ Last grade in school____
5. Pupil lives with: Both parents____ Mother____ Father____
Guardian____
6. Number of older brothers____ Younger brothers____ Older
sisters____ Younger sisters____.
7. Total number of dependent children (Age 17 or Less____ do NOT
include pupil in Head Start Program).
8. Other adults living in the home____.

a __aunt	d __grandmother	g __father-in-law
b __uncle	e __grandfather	h __neice
c __nephew	f __mother-in-law	i __non-relative
9. Total number of rooms in your house other than bathroom and
kitchen____.
10. Are you employed outside the home? Yes____ No____
11. What is your occupation? _____
12. Is your husband employed? Full time____ Part time____ Not at all____.
13. What is your husband's occupation? _____

Levels of Aspiration

1. Do you own your own home? Yes___ No___
2. If you do not own your own home, are you buying it? Yes___ No___
3. If your answer to questions 1 and 2 is "No," would you like to own your own home? Yes___ No___
4. Do you belong to a church? Yes___ No___
5. Do you go to a church? Frequently___ Occasionally___ Never___
On Special Occasions___ (Check one response only).
6. Do you belong to any clubs? Yes___ No___ . Civic___ Social___
Religious___
7. Do you belong to any lodges? Yes___ No___
8. What musical instrument(s) do you have in your home? _____

9. Would you want your child to be better educated than you? Yes___
No___ . Than your husband? Yes___ No___
10. Do you want your child to go to college? Yes___ No___
11. In the benefits listed below check those that you feel that your children will get from an education.
 - a ___Better job
 - b ___Choice of a better community in which to live
 - c ___A better social group life
 - d ___Better choice of mate for marriage
 - e ___Better choice for participating in community activities
12. Which of the above benefits do you feel is the most important?___
(a, b, c, d, or e).
13. What type of job would you want your child to follow when he grows up?_____
14. Do you believe that Negroes are inferior to white people? Yes___
No___ Undecided___

Practices in Child Rearing

1. Does your child eat at the table with adults? Most of the time___ Occasionally___ Never___
2. What time does your child generally go to bed at night?_____
3. Does your child choose his T.V. shows without your help? Yes___ No___ Sometimes___
4. Does your child choose the movie he wants to see without your help? Yes___ No___ Sometimes___
5. Do you have trouble making your child obey? Never___ Frequently___ Occasionally___ Always___
6. Does your child fear you? Yes___ No___
7. Do you punish your child? Frequently___ Occasionally___ Never___
8. Does your husband punish his child? Frequently___ Occasionally___ Never___
9. In your opinion do you think that the father punishes the child more than you? Yes___ No___
10. Do you hug and kiss your child? Frequently___ Occasionally___ Never___
11. Do you teach your child to be polite? Yes___ No___
12. Is he taught to protect himself physically? Yes___ No___
13. Who cares for your child in your absence?_____
14. Do you (yourself, your husband, your children and other family members) do things together as a family? Yes___ No___
15. Does your child go to Sunday school? Frequently___ Occasionally___ Never___
16. Do you go to P.T.A. meetings? Frequently___ Seldom___ Never___
17. When your child is ill do you generally use a doctor?___ Home remedies___ Clinic___
18. How often does your child take a bath? Daily___ Twice a week___ Once a week___ Other_____
(indicate)

19. Do you help him bathe? Yes___ No___
20. Check the areas in which you believe that teachers are better able to assist in rearing your child.
- | | |
|----------------------------------|----------------------------------|
| a___Counseling and giving advice | d___teaching the social graces |
| b___Offering encouragement | e___building moral and religious |
| c___Assisting with home work | values |
| | f___disciplining |

Procedures and Programs of the School

1. What did you want to become when you were in school?

2. Did you succeed? If so, why? _____
If not, why? _____
3. If you quit school, why? Not interested___ To work___ Illness___
Other_____ (indicate)
4. Would you return to school if you had the opportunity? Yes___
No___
5. Do you want your children to finish school? Yes___ No___
6. Do your children have a quiet place to study? Yes___ No___
7. Are you satisfied with the education your child is getting?
Yes___ No___
8. Do you think that your child could get a better education in a
predominately white school? Yes___ No___ Undecided___
9. Did the Head Start Program help your child? A great deal___
Some___ A little___ Not at all___
10. Do you know your child's teacher? Very well___ To a moderate
degree___ Not at all___
11. Do you think that your child's teachers did a good job of
teaching him or her? Yes___ No___ Unable to say___
12. Are the teachers friendly in the school where your child attended?
Very friendly___ Reasonably friendly___ Not friendly___
13. Should the school be fully responsible for teaching your child
good manners? Yes___ No___ Partially___

14. Should the reading of the Bible and prayer be taught in the school? Yes___ No___ Undecided___
15. Should the schools observe religious holidays? Yes___ No___
16. Should sex education be taught in the school? Yes___ No___ Partially___

Patterns of Life Interest

1. To what extent is your present job satisfactory? Fully___ Moderately___ Slightly___ Not at all___
2. To what extent is your husband's job satisfactory? Fully___ Moderately___ Slightly___ Not at all___
3. Do you like to travel? Yes___ No___
4. Name three places that you have visited outside of Georgia.
 - a _____
 - b _____
 - c _____
5. How do you generally travel? As a family___ With Husband only___ With children only___ Alone___
6. What type of transportation do you generally use? Car___ Train___ Airplane___ Bus___ Other_____
(indicate)
7. Do you have a telephone in your home? Yes___ No___
8. Do you have a radio in working order? Yes___ No___
9. Name three of your favorite radio programs.
 - a _____
 - b _____
 - c _____
10. Do you have a T.V. in working order? Yes___ No___
11. Is your T.V. a color set? Yes___ No___

12. Name three of your favorite T.V. programs.

a _____

b _____

c _____

13. Do you have a record player or Hi-Fi set in working order? Yes__
No__

14. Do you vote? Yes__ No__. Does your husband vote? Yes__ No__

15. Do you usually read a daily newspaper? Yes__ No__
A weekly paper? Yes__ No__

16. Check any of the following papers that you read.

Atlanta Daily World

Inquirer

Atlanta Journal

Atlanta Constitution

Pittsburg Courier

Others (list)

17. Do you read any magazines regularly? Yes__ No__

18. Check any of the following magazines that you read.

Atlantic Monthly

Ladies Home Journal

Saturday Evening Post

True Romance

Vogue

Sepia

Time

Life

Crisis

Ebony

Jet

Others (list)

INTERVIEW SCHEDULE

1. How long have you lived in Atlanta?_____
2. How long have you lived at your present address?_____
3. Did you know anything about the neighborhood before you moved in? Yes___ No___
4. Where did you live before?
5. How do you feel about your present neighborhood?
6. Who manages the income in your family?_____
- Why?_____
7. How do you feel about children born out-of-wedlock? Pre-marital pregnancy?
8. What would you want to see done with your child if he became a drop-out?
9. Do you consider your husband a good one? If so, Why? If not, Why?
10. What is the family income from all sources?_____
11. Does he support the family as best he can?_____
12. Was the Head Start Program in which your child participated a good one? If so, why? If not, why?

13. In what way can it be improved?
14. Who decides when and who gives the punishment in your home?

15. What is the nature of the child-adult relationship in your home?
16. What do you believe is the responsibility of teachers in the rearing of children?
17. What were some of the things that you wished to have achieved but did not succeed in doing so prior to your marriage?
18. Would you like to see your child realize any of these ambitions which you have for yourself?
19. Since your marriage, has your outlook on life changed? In what way?